

STATE MANDATED AFFIRMATIVE ACTION REQUIREMENTS ON
INDEPENDENT HIGHER EDUCATION INSTITUTIONS IN
IOWA AND THE CHARACTERISTICS OF THE
AFFIRMATIVE ACTION COORDINATORS

A Dissertation
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The School of Education
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Doctor of Education


by
Betty J. Durden
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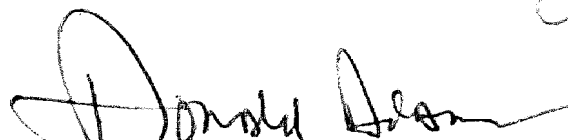
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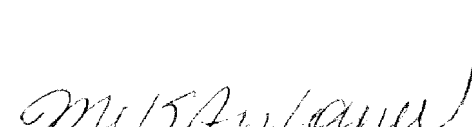
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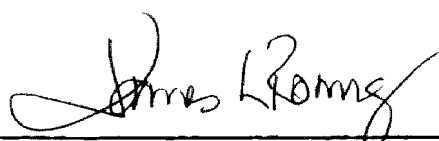
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An abstract of a Dissertation by
Betty J. Durden
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Advisor: Dr. Lawrence E. Fanning

The problem. The purpose of this study was twofold: to identify those states which had mandated affirmative for independent colleges and universities and to examine the salient characteristics of the affirmative action coordinators in independent higher-education institutions in Iowa.

Procedure. Two questionnaires were used: one was sent to executives of state associations of independent schools requesting information on state affirmative action regulations; the other questionnaire was sent to the affirmative action coordinators of the schools which belonged to the Iowa Association of Independent Colleges and Universities.

Findings. California, Connecticut and Rhode Island reported state affirmative action requirements affecting independent higher education institutions.

There were more similarities than differences between the male and the female affirmative action coordinators. There was no significant difference between the twelve males and sixteen females in their commitment to affirmative action or their perception of the impact of affirmative action requirements on their institutions. The males, however, perceived themselves as significantly more powerful to bring about change in their institutions than did the females. A positive correlation was found between perception of power to bring about change and commitment to affirmative action.

Conclusions. Most of the Iowa affirmative action coordinators were experienced administrators or faculty members. A supportive president was viewed as very important to a successful affirmative action program.

Recommendations. Recommendations included development of strategies to increase the visibility of affirmative action programs, provision of technical assistance to independent institutions, research on the costs and results of affirmative action programs, and development of competency training for affirmative action coordinators.

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CHAPTER 1

Introduction

Background

Since 1965, the federal government has required federal contractors to take "affirmative action" in their employment practices. Executive Order 11,246 (1965) required employers holding federal contracts of \$50,000 or more to write affirmative action plans which included a statement that "the contractor will not discriminate against any employee or applicant for employment because of race, color, religion, sex, or national origin." Second, "the contractor will take affirmative action to ensure that applicants and employees are treated without regard to their race, color, religion, sex, or national origin." This Executive Order is enforced by the Office of Federal Contract Compliance Programs (OFCCP), United States Department of Labor.

Title VII of the Civil Rights Act of 1964 prohibited job discrimination based on race, color, religion, sex, or national origin. The Equal Employment Opportunity Commission (EEOC) administers Title VII and has the authority to investigate and conciliate charges of discrimination because of race, color, religion, sex, or national origin which come under the coverage of Title VII.

In Iowa, state government has been forbidden to discriminate in employment by the Iowa Civil Rights Act of 1965, as amended. In addition, state agencies are covered by Executive Order 15, issued by Governor Robert D. Ray, on April 2, 1973. This order requires each agency to develop an affirmative action program and to report progress on its program to the Iowa Civil Rights Commission.

Chapter 19B, Code of Iowa (Appendix A), stated the equal opportunity and affirmative action requirements for state employment.¹ The policy of the state is contained in Chapter 19B.2, which reads as follows:

It is the policy of this state to provide equal opportunity in state employment to all persons. An individual shall not be denied equal access to state employment opportunities because of race, creed, color, religion, national origin, sex, age, or physical or mental disability. It also is the policy of this state to apply affirmative action measures to correct deficiencies in the state employment system where those remedies are appropriate. This policy shall be construed broadly to effectuate its purposes.

The state institutions, under the jurisdiction of the Iowa Board of Regents, were covered by the regulations of Chapter 19B. Those institutions included the three public universities: Iowa State University, the University of Iowa, and the University of Northern Iowa. The responsibilities of the Board of Regents in complying with the requirements of Chapter 19B were stated in

¹Code of Iowa, Chapter 19B, 1989.

Section 19B.3(2)(a-j), Code of Iowa.

The independent higher education institutions in Iowa came under the jurisdiction of Title VII of the Civil Rights Act of 1964 if they employed fifteen or more people, as they all did. They were covered by the federal Executive Order 11,246 only if they held government contracts (not grants) of \$50,000 or more, as few or none did. They were constrained from discriminatory practices in employment by the Iowa Civil Rights Act of 1965, as amended. Since they were not government agencies nor state institutions, however, they were not covered by the regulations contained in Chapter 19B, Code of Iowa.

In 1988, the Iowa Seventy-Second General Assembly passed equal opportunity and affirmative action regulations which added a new requirement for those institutions defined as "accredited private institutions." Section 261.9(5)(f), Code of Iowa (Appendix B), added the following to the definition:

5. Which promoted equal opportunity and affirmative action efforts in the recruitment, appointment, assignment, and advancement of personnel at the institution.

In addition, paragraph (f) listed ten requirements for private institutions. The institutions had to do all of the following:

- (1) Designate a position as the affirmative action coordinator.
- (2) Adopt affirmative action standards.

- (3) Gather data necessary to maintain an on-going assessment of affirmative action efforts.
- (4) Monitor accomplishments with respect to affirmative action remedies identified in affirmative action plans.
- (5) Conduct studies of pre-employment and post-employment processes in order to evaluate employment practices and develop improved methods of dealing with all employment issues related to equal employment opportunity and affirmative action.
- (6) Establish an equal employment committee to assist in addressing affirmative action needs, including recruitment.
- (7) Address equal opportunity and affirmative action training needs by:
 - (a) Providing appropriate training for managers and supervisors.
 - (b) Insuring that training is available for all staff members whose duties relate to personnel administration.
 - (c) Investigating means for training in the area of career development.
- (8) Require development of equal employment opportunity reports, including the initiation of the processes necessary for the completion of the annual EEO-6 reports required by the federal equal employment opportunity commission.
- (9) Address equal opportunity and affirmative action policies with respect to employee benefits and leaves of absence.
- (10) File annual reports with the college aid commission of activities under this paragraph.

The new requirements covering independent higher education institutions went into effect on July 1, 1988. After that date, any institution which wished to remain

eligible for its students to receive Iowa tuition grants was required to comply with Section 261.9(5)(f). The language of this new paragraph was based on the language of 19B.3, Code of Iowa, "Administrative responsibilities of department of personnel and board of regents," which made the State Board of Regents responsible for the "administration and promotion of equal opportunity and affirmative action efforts in the recruitment, appointment, assignment, and advancement of personnel by the Board and the institutions under its jurisdiction."

Since the private higher education institutions were not under the jurisdiction of the Board of Regents, the Board did not have the authority to oversee their equal opportunity and affirmative action efforts. The new regulation placed this responsibility with the Iowa College Aid Commission, to which the institutions were to submit an annual report of their activities.

Significance of the Problem

The problem for the independent higher education institutions in Iowa was the imposition by the state of new affirmative action requirements with which they had to comply in order to retain their eligibility for their students to receive state and federal financial aid. Although these private institutions had been covered by various nondiscrimination laws, they had not been required by the state to develop and implement affirmative action plans covering their employment practices.

A number of the institutions had developed voluntary affirmative action plans and had been active in implementing them. A major difference after July 1, 1988, was that their students' eligibility for financial aid was contingent upon the institutions' compliance with the new state regulations. Loss of this financial aid would have been harmful both to the students and to the school, which would lose its ability to serve students who required financial aid.

State agencies and public higher education institutions receive state monies through direct appropriations. Independent higher education institutions, on the other hand, are responsible for their own budgets and do not receive state appropriations. Tuition grants, which are awarded to the student and not to the institution, allow the student to choose the particular institution he/she wishes to attend, either a public or a private institution. The tuition aid which flows to independent colleges and universities as the result of a student's choice to attend a private school, is very important since most of these institutions depend heavily upon student tuition income to cover their educational and operational costs.

The brochure "An Investment in Iowa's Future" prepared by the Iowa Association of Independent Colleges and Universities, explains the importance of student tuition

to the institution.¹ It states:

Independent colleges and universities must rely heavily on tuition/fees to pay most of the "costs" of educating students. Tuition/fees from students at independent colleges pay between 75-80 percent of the educational and general costs. At public institutions, tuition/fees cover approximately 20-25 percent of the educational and general costs. The remaining costs for educational, operational, and a great share of the capital improvements are provided by the taxpayers to the state to help keep tuition at public colleges lower. Obviously, the difference in "price" for tuition does not accurately represent the difference in the "cost" of educating students.

The problem for the private colleges and universities in Iowa was compounded by the lack of information about similar state requirements in other states. Such information would have been useful to the Iowa schools as they developed their own plans for equal opportunity/affirmative action compliance.

One action which the independent schools were mandated to do to comply with Section 261.9(5)(f) was to designate a position as the affirmative action coordinator. The institution could determine how to comply with that requirement. Since no additional funds were available to add another position, however, one solution was to add the affirmative action coordinator's duties to those already held by a current administrator or faculty member.

¹"An Investment in Iowa's Future," (Des Moines: Iowa Association of Independent Colleges and Universities, n.d.).

Since the nature of this study focuses on the characteristics of the affirmative action coordinators, it is necessary to know as much as possible about the individuals selected by their institutions to fill that role. If both males and females are named as affirmative action coordinators, it is important to make comparisons between the two groups regarding their perceptions of their power to bring about change in their institutions' policies and procedures, their own commitment to affirmative action, and their views of the probable impact of affirmative action efforts on their college or university.

Problem Statement

The purpose of this study was twofold in nature. The first part was to ascertain whether or not states other than Iowa had mandated affirmative action requirements for their independent colleges and universities. The information regarding state affirmative action laws was to provide the background information for the study of the Iowa regulations.

The second part of the study was to determine the salient characteristics of the affirmative action coordinators in certain Iowa independent colleges and universities relative to their perceptions of three areas. These three areas were: their perceptions of their power to bring about change in their institutions, their commitment to affirmative action, and their perceptions of the impact of affirmative action requirements on their institutions.

Also, the study attempted to determine whether or not there was a significant difference between male and female affirmative action coordinators in their perceptions of the three areas listed above. A possible correlation between two of the areas, the perception of power to bring about change and commitment to affirmative action, was tested.

Hypotheses

The four hypotheses tested in this study were as follows:

1. There is no significant difference between the male and female affirmative action coordinators in their perception of their power to bring about change in their institution.
2. There is no significant difference between the male and female affirmative action coordinators in their commitment to affirmative action.
3. There is no significant difference between the male and female affirmative action coordinators in their perception of the impact of affirmative action on their college or university.
4. There is no correlation between the affirmative action coordinators' perception of their power to bring about change in their institutions and their commitment to affirmative action.

Definitions

The following are definitions of the six terms used most frequently in this study.

Affirmative action is a set of specific and result-oriented procedures, allied with commitment and good faith, designed to enlarge the opportunity for selection of candidates for hiring women. Affirmative action is a kind of "road map" to achieve the goal of equal employment opportunity.¹

Commitment is defined as engagement, involvement; "they have a sincere commitment to religion."²

Discrimination is the showing that a practice, procedure or test has an adverse effect on at least one protected group and is not job related.³

Equal employment opportunity is a condition under which all employment practices, including selection, transfer, promotion, termination, compensation, and other benefits, are implemented on the basis of valid, job-related requirements without regard to race, creed, national origin, color, religion, age, physical handicap or sex.⁴

¹Glossary of Affirmative Action Terminology, EEO Compliance Manual (Washington, DC: Bureau of National Affairs, 1985), 1901.

²Stuart Berg Flexner, ed., The Random House Dictionary of the English Language, 2nd ed. (New York: Random House, 1987).

³Glossary of Affirmative Action Terminology, 1903.

⁴Glossary of Affirmative Action Terminology, 1903.

Impact is defined as influence, effect, the force exerted by a new idea, concept, technology or ideology.¹

Power is the ability of those who possess it to bring about the outcomes they desire. Power is the capability of one social actor to overcome resistance to achieving a desired objective or result.²

Limitations

The first part of this study was limited to those states which had a state association of independent colleges and universities. Such associations numbered thirty-nine in all, including Iowa.

The second part of this study was limited to the twenty-eight independent colleges and universities which were members of the Iowa Association of Independent Colleges and Universities. The results of this part of the study are directly applicable only to the twenty-eight higher education institutions in Iowa which participated in the study. In addition, no information in either part of this study was intended to constitute or provide legal opinions or advice.

Assumptions

It was assumed that the responses of the association executives who were contacted regarding the first part of

¹Random House Dictionary, 958.

²Jeffrey Pfeffer, Power in Organizations (Marshfield, MA: Pitman, 1981).

this study were accurate and complete descriptions of their state laws covering private colleges and universities. It was further assumed that these executives would be the most likely source of such information.

The second part of the study sought information from the affirmative action coordinators at certain Iowa independent colleges and universities. It was assumed that their responses honestly and faithfully represented their beliefs and attitudes, their own experiences, and their understanding of equal employment opportunity and affirmative action. Additionally, it was assumed that these coordinators were sincere in their efforts to assist their institutions to comply with Section 261.9(5)(f), Code of Iowa.

Summary

The Seventy-Second Iowa General Assembly passed legislation, effective July 1, 1988, requiring accredited private higher education institutions in the state to promote equal opportunity and affirmative action efforts in their employment practices. This new legislation presented a challenge to those institutions, since compliance was necessary to allow their students to receive financial aid.

This study addressed two areas related to the above legislative action. The first was an investigation of whether or not states other than Iowa had similar requirements. The second was a study of the institutions' response to the requirement that each institution must

"designate a position as the affirmative action coordinator." The study focused on the salient characteristics, job descriptions, and the attitudes and perceptions of the individuals named by their institutions to fill that position.

CHAPTER 2

Review of the Literature

The action of the Seventy-Second General Assembly in Iowa extending equal opportunity and affirmative action requirements to independent colleges and universities raised the question of whether or not such action had been taken in other states. "The Compendium of Public Policies Affecting Independent Colleges and Universities" included in the Report on State Association Operation: 1989-90, addressed this question to a limited extent. It asked the respondents to identify from a list of ten items of public policy (regulations or legislation) those having a real or potential impact on the operations of independent colleges and universities. The compendium reported that the following states had affirmative action requirements for independent colleges and universities: Arkansas, California, Connecticut, Georgia, Illinois, Indiana, Iowa, Louisiana, Maryland, Minnesota, New Jersey, New York, Oklahoma, Pennsylvania, and Wisconsin.¹ The nature or source of these requirements were not defined.

¹Hans Giesecke, ed., Report on State Association Operations 1989-1990 (Washington, DC: National Institute of Independent Colleges and Universities, 1989).

The limitations of the above report and the absence of other sources of information indicated a need for a survey of state government requirements for affirmative action affecting independent colleges and universities. This need was addressed in the first part of this study, stated as Question 1.

Part two of the study, Question 2, related to the salient characteristics of the affirmative action coordinators in the twenty-eight independent colleges and universities in Iowa belonging to the Iowa Association of Independent Colleges and Universities. A search of the literature produced no similar study. A somewhat comparable survey was done by the Center for Developmental Change, University of Kentucky, Lexington, in 1986. *Careers in University Administration, an Affirmative Action Survey*, was funded by a grant from the National Science Foundation. Directed to affirmative action/equal employment opportunity program directors and other university administrators, it requested information including gender, birth year, highest degree earned, year of graduation and institution, years in current position, faculty rank, race, and current salary.

A comprehensive source of information on affirmative action in higher education is Lois VanderWaerdt's book entitled Affirmative Action in Higher Education, which provides recommendations for developing and implementing a successful affirmative action program in higher education institutions. Written by an experienced affirmative action

administrator at the University of Missouri, the book presents a practical and positive guide to affirmative action compliance in higher education.

The study which is the subject of this dissertation and the University of Kentucky survey both focused on the backgrounds of current (at the time of the surveys) affirmative action administrators in higher education institutions. VanderWaerdt's book described the qualifications which affirmative action directors should possess in order to be successful.

The staffing of the Affirmative Action Office is keyed to the director, who, contrary to modern myth and practice, must have both specialized training and specific professional skills in order to function effectively as an agent of change within the organization. . . Clearly, the director should be selected not because of membership in a majority or minority group but because of qualifications and skills essential to the position.¹

The Carnegie Report, however, noted:

Most of the universities responding to our inquiry have designated a top administrative official as the person with chief responsibility for enforcement of affirmative action. Subject to his [sic] supervision, there is likely to be an affirmative action officer who very often is, in practice, a member of a minority group (usually a black). Sometimes the affirmative action officer is a woman, and occasionally a minority woman. In

¹Lois VanderWaerdt, Affirmative Action in Higher Education (New York: Garland, 1982), 10-11.

some cases, there are separate affirmative action officers for academic and nonacademic employees.¹

Both the University of Iowa and Iowa State University listed the areas of responsibility of the Affirmative Action Office at the respective institutions in their 1988-89 Affirmative Action Plan. Both institutions combined the responsibilities of the director and the staff members in the reports.

The University of Iowa listed the following duties and responsibilities:

The major responsibilities of the Office of Affirmative Action are to educate the University community about affirmative action and equal employment laws, statutes, and orders, and to ensure compliance with statutory and regulatory requirements.

The Director and staff members:

Participate in the development of University policy statements pertaining to equal employment opportunity and affirmative action;

Participate in establishing unit and department affirmative action goals and objectives;

Design and implement auditing and reporting systems to measure the effectiveness of the Affirmative Action program;

Participate in the identification of problem areas of discrimination or inequity and the determination of appropriate solutions and/or corrective action;

¹Carnegie Foundation for the Advancement of Teaching, Making Affirmative Action Work in Higher Education (San Francisco: Jossey-Bass, 1975), 71.

Ensure that University employment policies and programs are in compliance with regulations and guidelines of the Office of Federal Contract Compliance Programs (OFCCP), Equal Employment Opportunity Commission (EEOC), and the Iowa Civil Rights Commission (ICRC).¹

A similar list of responsibilities of the Affirmative Action Office was presented in the Iowa State University "Affirmative Action Update of 1988." These responsibilities were stated in somewhat more detail than those included in the University of Iowa's publication and added the Office's responsibility to serve as liaison between the University and enforcement agencies as well as liaison between the University and organizations concerned with equal opportunity.²

The Carnegie Report presented the administrative arrangement at Princeton University as of 1975, in which the provost, who was general deputy of the president, was designated as the affirmative action officer of the university. While the provost "is responsible for overall development, implementation and monitoring of all programs relating to Equal Opportunity and Affirmative Action,"³ an assistant was given the title of affirmative action

¹Affirmative Action Plan 1988-1989 (Iowa City, IA: Univ. of Iowa, Office of Affirmative Action), 5.

²Affirmative Action Update of Utilization, Availability, Goals and Timetables (Ames, IA: Iowa State Univ., Affirmative Action Office, 1988), 9-10.

³Carnegie Foundation, 71.

coordinator. The duties of the coordinator were listed in detail. They appeared to be consistent with the duties and responsibilities described in the University of Iowa and Iowa State publications, but did not include the overall responsibility of the affirmative action director.

Three areas relating to the attitudes and perceptions of the affirmative action coordinators were studied. The first was their perception of their own power to bring about change in their institutions of higher education. The concept of power has been difficult for many authors to define. Jeffrey Pfeffer in Power in Organizations, used the following operational definition of power:

Power is the ability of those who possess it to bring about the outcomes they desire. Power is the capacity of one social actor to overcome resistance in achieving a desired objective or result.¹

Pfeffer's definition, which was used in this study, included the aspect of overcoming resistance. As VanderWaerdt made clear, affirmative action coordinators' roles included bringing about certain outcomes required by the institution's affirmative action plan by serving as change agents in their institutions.² Bringing about change in any institution would involve dealing with resistance.

Pfeffer further explained that:

¹Jeffrey Pfeffer, Power in Organizations (Marshfield, MA: Pitman, 1981), 2.

²VanderWaerdt, 10.

Because fundamental to virtually all definitions of power is the idea that some resistance or opposition is overcome, or some action is changed from what it would have been without the intervention of the powerful actor, the assessment of power requires the ability to know what would have happened without the intrusion of the power holder.¹

This dissertation does not attempt to determine what would have happened in the higher education institution without the "intrusion of the power holder." It does, however, examine the affirmative action coordinators' perception of their power to bring about change in their institutions.

The level of the position held by the affirmative action administrator was addressed in the Carnegie report, Making Affirmative Action Work in Higher Education. The following recommendation relating to the implementation of the affirmative action plan spoke to the importance of the person holding a higher level position.

Recommendation 5: The Council recommends that primary responsibility for implementation of affirmative action policies be clearly assigned to a top official who reports directly to the president or chief campus officer. Reporting to this top official there should usually be, especially on larger campuses, a full-time affirmative action officer, with a staff appropriate to the size of the campus.²

¹Pfeffer, 44.

²Carnegie Foundation, 73.

The report also stressed the importance of cooperative efforts as follows:

In addition, the effectiveness of the top administrative official and of the affirmative action officer will depend on their ability to work with all the officials and groups on campus who are concerned with implementation of affirmative action policies. This includes deans and department chairmen, along with women's, minority, and student groups concerned with these policies, and affirmative action committees.¹

Agreement on these points was found in Affirmative Action in Higher Education. The intention of this book was to provide "a comprehensive view of the components of a successful affirmative action program."² An effective affirmative action office must report at the highest level.

Reporting directly to the chief academic officer (the president or chancellor) on the campus allows the Affirmative Action Office to operate from a position of strength. Doing so enhances the prestige of the office and demonstrates the institution's commitment to affirmative action.³

Other requirements for an effective affirmative action office and director were stated. A successful director takes full advantage of reporting to the chief academic officer "to discuss affirmative action problems and the approaches to alleviate those problems."⁴ An effective

¹Carnegie Foundation, 73.

²VanderWaerdt, 4.

³VanderWaerdt, 7.

⁴VanderWaerdt, 7.

director meets regularly with the top administrator and approaches these meetings with "a firm grasp of any relevant facts, a clear statement of the problem, and perhaps a proposed solution."¹

An effective affirmative action director must have an appropriate view of his/her role.

A director acting in an official capacity is part of the system--not a zealot trying to change the system from the outside. A significant part of the director's job involves working creatively within the views of high-ranking academic administrators and, if necessary, discovering the means to gradually adjust these views for better harmony with affirmative action.²

An effective affirmative action director and office must have adequate staff and budget, according to this resource book. The level of staffing and budget depend upon the size of the institution and the stage of development of the institution's program.

On small campuses, the affirmative action responsibilities are frequently included with the personnel responsibilities or with a staff position reporting to the chief academic officer. Even on such a campus, however, someone with a thorough knowledge of affirmative action should initially develop the program and continue to work closely (perhaps on a consulting basis) with the staff person who maintains the program.³

To be effective, an affirmative action director must have the requisite skills.

¹VanderWaerdt, 7.

²VanderWaerdt, 8.

³VanderWaerdt, 9.

The staffing of the Affirmative Action Office is keyed to the director, who, contrary to modern myth and practice, must have both specialized training and specific professional skills in order to function effectively as an agent of change within the organization.¹

According to this book, the director should be selected because of qualifications and skills essential to the position and not because of membership in a majority or minority group. An essential qualification is legal knowledge with specific expertise in equal employment law. Some experience as a government investigator or compliance officer is useful for acquiring needed investigative skills.²

Additional skills stressed in the sourcebook included programming and organizational skills to plan successful management training programs; an understanding of academic hiring, promotion, tenure, and merit salary processes; and "an understanding of the vagaries of academe gained by experience as a faculty member."³ The book contended that an appointment both as an administrator and as a faculty member strengthened the effectiveness of the director.⁴

¹VanderWaerdt, 10.

²VanderWaerdt, 11, 12.

³VanderWaerdt, 12.

⁴VanderWaerdt, 12.

Additional essential qualifications as described in the sourcebook include "ability to communicate verbally and in writing with people who possess widely differing levels of understanding. . . Clearly, communication skills are job related."¹

A person possessing these qualifications can be effective as an affirmative action director, according to this sourcebook.

A job description focusing on these qualifications would include the following specific elements: law degree required; liberal arts undergraduate degree preferred; experience in investigation and negotiation; knowledge of Equal Employment Opportunity laws and regulations essential; qualification for faculty status in an academic department. A director with these qualifications will produce an affirmative action program that will effect changes and improvements in many aspects of campus life.²

The affirmative action director must also be able to develop campus support. This may require the director's "best diplomatic and decision-making skills in order to win the allegiance of key people on campus."³

The second area of the attitudes and perceptions of the affirmative action coordinators which was studied was their commitment to equal opportunity and affirmative action. In this study, "commitment" was defined as "the state of being

¹vanderWaerdt, 13.

²vanderWaerdt, 13.

³vanderWaerdt, 15.

bound emotionally or intellectually to some course of action."¹

Agreement with some or all of the following was seen as evidence of commitment to equal opportunity and affirmative action: affirmative action is needed in higher education, state and federal governments should be involved, the long-range results will be positive, finding qualified women and minority candidates is important, affirmative action will not result in the lowering of academic standards, understanding of the difference between goals and quotas, necessity of setting goals and timetables, and a belief in the importance of the role of the affirmative action coordinator in bringing about change for the better on the campus.

The Carnegie Report, Making Affirmative Action Work in Higher Education, expressed support of and commitment to affirmative action as follows:

Nondiscrimination in employment, promotion, and pay is a high national priority in higher education, as in other segments of American society. The priority given to this policy is fully in keeping with the American commitment to equality of opportunity.

Affirmative action, nevertheless, is needed to overcome the residue of a past record of discrimination which was partially purposive and partially inadvertent. It will be needed until a better record of nondiscrimination has been established, a situation where there is nondiscrimination on the basis of sex, race, and

¹Random House Dictionary.

ethnic origin, and discrimination only on the basis of ability and contribution to institutional needs. Affirmative action does not mean entitlements to proportional representation. It means actions to eliminate discrimination: creation of more adequate pools of talent, active searches for talent wherever it exists, revision of policies and practices that permitted or abetted discrimination, development of expectations for a staff whose composition does not reflect the impacts of discrimination, provision of judicial processes to hear complaints, and the making of decisions without improper regard for sex, race, or ethnic origin.¹

The Carnegie Report, Affirmative Action in Higher Education, presented ways in which affirmative action programs could be successful in higher education. A basic position of the book was that such programs were necessary in higher education to eliminate discrimination and to achieve equal opportunity. The commitment of the affirmative action director to affirmative action was partially assumed by the qualifications he/she brought to the position and by the person's willingness to accept the challenges of the role.

If all had been well in academe, affirmative action would not have been necessary. All was not well, however. "Seldom were women or members of minority groups given the encouragement and job opportunities available to their white male colleagues."² Part of the commitment to affirmative

¹Carnegie Foundation, 1-2.

²Carnegie Foundation, 3.

action was the acknowledgement that change was necessary and that affirmative action was required to bring it about.

An all-too-common fear on campus is that affirmative action will result in the lowering of academic standards because of the perceived need to hire less-qualified people. Commitment to affirmative action increased as administrators and faculty members understood that "hiring less qualified candidates because of race or sex is a violation of the law."¹

The third area of the attitudes and perceptions of the affirmative action coordinators which was studied was their perceptions of the impact of affirmative action on their institutions. In this study, "impact" was defined as "influence, effect, the force exerted by a new idea, concept, technology or ideology."²

The Carnegie Report, Making Affirmative Action Work in Higher Education, dealt with many areas of impact of affirmative action on an institution of higher education. According to the Report, institutions should be sure that they:

Have a carefully developed affirmative action plan and the administrative and advisory mechanisms to make it a working document. We cannot emphasize too strongly the importance of the nature and the quality of the written plan.

¹Carnegie Foundation, 4.

²Random House Dictionary.

Make annual public reports on status and progress in relation to this plan.

Actively recruit women and minorities into the pool of names for consideration for openings.

Select the most qualified candidate as federal policy now requires regardless of race, sex, or ethnic origin.

Provide fair procedures for processing complaints.¹

In addition to taking a reactive role in compliance with state and federal regulations, the Carnegie Report emphasized that higher education institutions should take a leadership role. "The primary and long-term responsibility for affirmative action in higher education should be assumed by colleges and universities themselves."²

Internal policies and procedures must be reviewed, according to the Carnegie Report. The Report recommended that:

The affirmative action plans of institutions of higher education should include carefully framed provisions ensuring strict observance of nondiscriminatory procedures in recruitment, selection, and promotions, and providing for analyses of salary differentials.³

Other changes, according to the Carnegie Report, include policies and procedures that would provide

¹Carnegie Foundation, 69.

²Carnegie Foundation, 69.

³Carnegie Foundation, 87.

opportunities for women and minorities to serve in administrative positions.¹ Grievance procedures should be developed, according to Recommendation 25:

The Council recommends that all institutions of higher education develop one or more sets of grievance procedures that will be available to all of its employees, or to academic and nonacademic employees separately.²

The above-described changes brought about by affirmative action required new policies and procedures. Affirmative Action in Higher Education placed the responsibility for recommending and implementing these changes on the Affirmative Action Office.

Thus a major project for the Affirmative Action Office is the development of forms, procedures, and guidelines responsive both to the uniqueness of academe and to the applicable laws--guidelines which allow comparable responses to similar situations."³

Another impact of affirmative action laws and regulations was the involvement of outside agencies in the operation of the college or university. While governmental authority over many aspects of the governance of higher education institutions is a reality, it has often seemed particularly intrusive and overbearing in the civil rights

¹Carnegie Foundation, 96.

²Carnegie Foundation, 188.

³Carnegie Foundation, 19.

area. Some explanation of this antipathy may be found in the following comments from Affirmative Action in Higher Education:

The Civil Rights Act sailed into a sea of tradition and collegiality dating back several centuries, and shortly thereafter the investigators and reviewers of federal and state agencies began enforcing these laws. Unfortunately, few of these agency representatives had experience with higher education beyond their own student experiences--and some did not have that. The agencies, plagued with high turnover in top positions, provided little leadership either in hiring qualified investigators or in developing training programs to enhance investigation skills. Indeed, job descriptions and interview questions have historically centered on the community relations activities and on empathy for protected groups.¹

The situation apparently has improved, however.

Fortunately, in recent years some reviewers have been hired who have investigative and analytical skills, and some leaders in enforcement agencies have acknowledged the need for emphasizing these skills rather than those that are less job related.²

In Affirmative Action in Higher Education, VanderWaerdt maintained that changes needed to occur in both compliance agencies and in higher education institutions. "Better cooperation by both parties will not only provide more effective and less painful investigations but also will result in greater equity on campus."³

¹vanderWaerdt, 60.

²vanderWaerdt, 60.

³vanderWaerdt, 64.

The higher education institutions have felt the impact of equal opportunity and affirmative action and will continue to do so. The impact will be far-reaching and inevitable.

Increasing heterogeneity on campuses across the country is inevitable. Not only are women, ethnic minorities, foreign students, and disabled students enrolling in increasing numbers, but the declining pool of 18 to 21 year olds has forced academic institutions to recruit and to develop programs for older students. Women and minorities with the appropriate credentials for faculty positions are increasing each year. Women are beginning to enter academic disciplines long numerically dominated by men. Many of these changes will occur naturally but often painfully. The Affirmative Action Office can take a leadership role on campus to prepare the campus for these changes and to help the campus better adapt to them.¹

The above-cited readings addressed the two parts of the study described in this dissertation. In regard to the first question to be answered relating to state affirmative action requirements on independent higher education institutions, a search of the literature revealed that only a minimal amount of information was available. The material presented in the "Report on State Association Operations" was not sufficiently detailed to be of assistance to the independent colleges and universities in Iowa.

The Carnegie Report listed a number of recommendations intended to strengthen the affirmative action efforts of higher education institutions nationally. While

¹VanderWaerdt, 71.

acknowledging that affirmative action is a controversial concept, the Report stressed that effective plans must be written and implemented.

The importance of the affirmative action director in assisting the institution to achieve its goals and objectives was stressed in Affirmative Action in Higher Education. The author, herself an experienced affirmative action director, presented detailed guidelines for achieving a successful affirmative action program in a higher education institution.

CHAPTER 3

Design of the Study

The procedures employed to answer the questions posed in the two parts of this study and to test the four hypotheses are described in detail in this chapter. The separate procedures followed in each of the two parts of the study are presented along with the means by which the two questionnaires were designed and tested.

The first part of the study was designed to answer the question of whether states other than Iowa had mandated equal opportunity and affirmative action for their independent colleges and universities. To answer this question, a questionnaire (Appendix C) was developed which was to be sent to the president of each state association of independent colleges and universities.

The above questionnaire was reviewed for clarity and appropriateness by Dr. John Hartung, president of the Iowa Association of Independent Colleges and Universities (IAICU). At his suggestion, the question, "Is 'minority' defined in your state?" was added, as well as a request for a copy of the definition, if one existed. These additions were made and the questionnaire was approved by Dr. Hartung to be mailed to the other state presidents. A mailing list of the state associations was provided by the IAICU office.

The questionnaire asked for information on any state requirements relating to equal opportunity and affirmative action on private colleges and universities. A copy of the requirement was requested, if it existed. Information regarding any pending related legislation was also requested. In addition, the association executives were asked if a study similar to the Iowa study had been done in their states. If so, the name and address of a contact person was requested.

The questionnaire, along with a cover letter (Appendix C) and a copy of the Iowa regulation, Section 261.9(5)(f), Code of Iowa, 1989, was mailed to the thirty-eight members of the State Association Executives Council of Independent Colleges and Universities. A list of these Council members is included in Appendix D.

The second question in the study was three part in nature. The three parts of this question were:

- 2-A. What are the salient demographics of the affirmative action coordinators at the independent colleges and universities in Iowa?
- 2-B. What are the duties and responsibilities of these affirmative action coordinators?
- 2-C. Are there significant differences between the male and the female affirmative action coordinators in the following areas:
 - 1. their perceptions of their power to bring about change in their institutions,
 - 2. their commitment to affirmative action,
 - 3. their perceptions of the impact of affirmative action requirements on their institutions, and

4. is there a correlation between the affirmative action coordinators' perception of their power to bring about change in their institutions and their commitment to equal opportunity and affirmative action?

To answer these questions, a lengthy questionnaire (Appendix H) was designed to be mailed with a cover letter to the twenty-eight affirmative action coordinators in the independent colleges and universities belonging to the Iowa Association of Independent Colleges. A list of the colleges and universities included in the survey appears in Appendix I.

Each part of the three-part questionnaire was designed to answer one of the three parts of Question 2. Part I requested data to provide the information needed to answer Question 2-A. These data included sex, age and race of the coordinator. The title, sex, and race of the person to whom the coordinator reported were also requested. Additional questions in Part I of the questionnaire covered educational background, number of years of administrative experience and years employed at current school.

Part II of the questionnaire provided information to answer Question 2-B. A list of ten job duties and responsibilities was given. The coordinator was asked to circle "Yes" if he/she was responsible for all or part of that function. If he/she did not have any responsibility for a listed job duty or responsibility, he/she was to circle "No." The items listed were reproduced from a list

of the duties and responsibilities of the affirmative action coordinator at Princeton University, as reported in Making Affirmative Action Work in Higher Education.¹

Part III of the questionnaire was designed to answer Question 2-C and to provide the data with which to test the four hypotheses. Part III consisted of 105 statements to which the affirmative action coordinator was to respond either "Yes" or "No." A "Yes" response indicated that he/she agreed with the statement or that the statement in general reflected the situation at his/her college or university. A "No" response was to be given if the statement did not correspond in general to the person's beliefs, role as the person perceived it, or to the situation as he/she understood it at that institution.

The research instrument did not allow for degrees of agreement or disagreement. The person was asked to choose the response which more closely reflected his/her opinion or view. The person was told that there was no right answer, only an honest one. Confidentiality of individual responses was promised.

The statements included in Part III of the questionnaire covered three areas relating to equal opportunity and affirmative action. The three areas were:

¹Carnegie Foundation, 71-72.

- (1) The affirmative action coordinators' perceptions of their power to bring about change in their institutions,
- (2) their personal commitment to the concepts of equal opportunity and affirmative action, and
- (3) their views regarding the impact of the state equal opportunity and affirmative action requirements on their institutions.

The statements which made up Part III of the questionnaire were tested by the three experienced affirmative action administrators who headed the affirmative action offices at the Board of Regents universities in Iowa. Those public universities are Iowa State University, the University of Iowa and the University of Northern Iowa. These affirmative action professionals were sent a list of 150 statements relating to equal opportunity and affirmative action. These statements did not contain an identification of any of the three topic areas listed above. Each recipient of the list was asked to identify the subject area into which each statement would fall, in his/her opinion. He/she was instructed to mark each statement with an "I" if the statement related to "Impact," "C" if it related to "Commitment" and "P" if it related to "Power." The terms were defined for their information. Those statements which did not fall into any of the three areas were to be marked with an "N" for "None."

The lists of statements were then returned to the researcher who reviewed and compared the responses from the three affirmative action administrators. The statements which were included in the final list of 105 were those on which there was general agreement in the responses of the three administrators or statements which had been revised to fall into a particular subject area. Those statements which were marked as outside of the three subject areas or those on which there was lack of agreement on the part of the three raters, were eliminated from the study and not used in the final questionnaire.

The sources from which the content for the statements was drawn were:

1. Rules and regulations of the United States Office of Federal Contract Compliance covering federal contractors, including higher education institutions.
2. Iowa equal opportunity and affirmative action regulations and nondiscrimination laws.
3. Making Affirmative Action Work in Higher Education, a 1975 Report of the Carnegie Council on Policy Studies in Higher Education.
4. Lois VanderWaerdt, Affirmative Action in Higher Education.
5. Publications of the United States Office for Civil Rights.
6. Personnel management textbooks and publications.

7. The researcher's seventeen years of experience as an equal opportunity and affirmative action director in an independent university.

The statements in Part III of the questionnaire were coded as described above as relating to one of the three areas tested in the four hypotheses. These areas were:

- (1) Perception of power to bring about change in the institution, Hypothesis 1,
- (2) Commitment to affirmative action, Hypothesis 2, and
- (3) Perception of impact of equal opportunity and affirmative action on the institution, Hypothesis 3.

Hypothesis 4 related to the correlation between Hypothesis 1, perception of power to bring about change, and Hypothesis 2, commitment to affirmative action.

Thirty-five statements were defined as relating to each of the three areas. Part III of the questionnaire contained a total of 105 statements. No description of the three areas or mention of them appeared in the questionnaire or in the instructions to the affirmative action coordinators nor were they identified in any way in the survey instrument. This procedure was deliberate and was intended to prevent any unintentional bias in the coordinator's responses.

Hypothesis 1: There is no significant difference between the male and female affirmative action coordinators in their perception of their power to bring about change in their institution.

Methodology. The affirmative responses of the affirmative action coordinators to those statements defined as relating to the power of the individual to bring about change in his/her institution were summed by group. The groups were based on gender. Total number of male respondents was twelve. Total number of female respondents was sixteen.

The following statements were defined by the process previously described as relating to power: Statements number 1, 4, 7, 10, 19, 20, 23, 26, 30, 35, 38, 42, 46, 49, 50, 56, 58, 65, 70, 73, 75, 78, 79, 81, 83, 87, 89, 90, 92, 94, 96, 97, 99, 104, and 105. (See Appendix K.)

All statements relating to power appeared in Part III of the questionnaire to the affirmative action coordinators and were designed to elicit their "Yes" or "No" responses to statements regarding their own attitudes and perceptions of equal opportunity and affirmative action.

A t-test was applied to the sums of the two groups to determine whether or not there was a significant difference.

Hypothesis 2: There is no significant difference between the male and female affirmative action coordinators in their commitment to affirmative action.

Methodology. The affirmative responses of the affirmative action coordinators to those statements defined as relating to the commitment of the individual to

affirmative action were summed by group. The groups were based on gender. Total number of male respondents was twelve. Total number of female respondents was sixteen.

The following statements were defined by the process previously described as relating to commitment: Statements number 2, 3, 5, 9, 11, 13, 14, 16, 24, 25, 28, 31, 36, 37, 39, 40, 44, 47, 52, 53, 54, 55, 59, 61, 64, 67, 74, 77, 84, 91, 95, 98, 101, 102, and 103. (See Appendix K.)

All statements relating to commitment appeared in Part III of the questionnaire to the affirmative action coordinators and were designed to elicit their "Yes" or "No" responses to statements regarding their own attitudes and perceptions of equal opportunity and affirmative action.

A t-test was applied to the sums of the two groups to determine whether or not there was a significant difference between them.

Hypothesis 3: There is no significant difference between the male and female affirmative action coordinators in their perception of the impact of affirmative action on their college or university.

Methodology. The affirmative responses of the affirmative action coordinators to those statements defined as relating to the impact of affirmative action on their college or university were summed by group. The groups were based on gender. Total number of male respondents was twelve. Total number of female respondents was sixteen.

The following statements were defined by the process previously described as relating to impact: Statements

number 6, 8, 12, 15, 17, 18, 21, 22, 27, 29, 32, 33, 34, 41, 43, 45, 48, 51, 57, 60, 62, 63, 66, 68, 69, 71, 72, 76, 80, 82, 85, 86, 88, 93, and 100. (See Appendix K.)

All statements relating to impact appeared in Part III of the questionnaire to the affirmative action coordinators and were designed to elicit their "Yes" or "No" responses to statements regarding their perceptions of the impact of affirmative action programs on their college or university.

A t-test was applied to the sums of the two groups to determine whether or not there was a significant difference.

Hypothesis 4: There is no correlation between the affirmative action coordinators' perception of their power to bring about change in their institutions and their commitment to affirmative action.

Methodology. To test Hypothesis 4, the responses of all the affirmative action coordinators to the statements defined as relating to power to bring about change and those relating to commitment to affirmative action were summed. The Pearson Correlation Coefficient test was used to determine whether or not there was correlation between these two totals.

The questionnaires were mailed to the twenty-eight individuals who had been appointed by their institution as the affirmative action coordinator. Included in the mailing was a cover letter explaining the study and requesting a response, the eleven-page questionnaire, and a return postcard. The coordinator was asked to mark on the postcard

whether or not the information could be returned by the suggested date.

A few days after the target date, those coordinators who had not responded were contacted by telephone. The reason for the delay was explored and the person was urged to respond as soon as possible. The coordinators were assured that their responses would be handled in a confidential manner and that individual responses would not be identified in the final report.

Since the number of institutions surveyed was small, only twenty-eight, a high percentage of returned surveys was very important to the study. The goal was to receive all twenty-eight, a 100 percent response. The achievement of that goal would mean that all of the independent colleges and universities belonging to the Iowa Association would be included in the study results.

CHAPTER 4

Analysis of the Data

This chapter is a report of the data gathered from the two questionnaires designed to answer the two questions of this study. The questions and their subparts are restated for the reader's convenience.

Question 1 asked, "Had states other than Iowa mandated equal opportunity and affirmative action for the independent colleges and universities?" Four related sub-parts were included in the questionnaire sent to the top executives of the state associations of independent colleges and universities in the United States (Appendix C). The association executives were asked if the state legislature in their state had placed equal opportunity and affirmative action requirements on their private colleges and universities similar to the requirements placed by the State of Iowa on private colleges and universities. A copy of the related section from the Iowa Code (Appendix B) was enclosed with the cover letter and questionnaire. A citation of such legislation and a copy of the text of the citation were requested. If the state had no similar legislation, the association executives were asked if any such legislation was pending. A copy of any pending legislation was requested.

Since legislation mandating equal opportunity and affirmative action deals with "minorities" in the workplace, the question as asked, "Is 'minority' defined in your state?" A copy of the definition, if one existed, was requested.

The questionnaire stated that the study "will result in a compendium of the characteristics of affirmative action coordinators in the Iowa independent colleges and universities." The association executives were asked if they were aware of any such study in their state. If so, they were requested to supply the name and address of a contact person.

Comments were solicited from the association executives on any of the questions on the questionnaire. In addition, a copy of the completed study was offered to any association expressing a desire to receive one. A copy of the questionnaire and cover letter appear in Appendix C. The list of associations to which the mailing was addressed appears in Appendix D.

The mailing designed to answer the first question of this study was sent to thirty-eight state associations of independent colleges and universities. Twenty-four responses were received. Since that number represented 63 percent of the state associations receiving the questionnaire, no additional attempts were made to secure responses from states that did not return their questionnaires.

Three association executives responded affirmatively to the question, "Has your state legislature placed similar equal opportunity and affirmative action requirements on private colleges and universities?" Twenty-one states replied that they did not have similar state requirements. There was no response from fourteen states. These responses appear in Table 1.

Table 1

State Legislation Placing Equal Opportunity and
Affirmative Action Requirements on Private
Colleges and Universities and Citations

Yes	No	No Response
California (Citation: Unruh Civil Rights Act, et seq.)	Alabama Arkansas Colorado Georgia Indiana Kansas Kentucky Minnesota Missouri Nebraska New Jersey New Mexico North Carolina North Dakota Ohio Oklahoma Oregon Pennsylvania South Carolina Texas Wisconsin	Florida Illinois Louisiana Maryland Massachusetts Michigan Mississippi New York South Dakota Tennessee Vermont Virginia Washington West Virginia
Connecticut (Citation: Sec. 10a-11 and 10a-11b)		
Rhode Island (Citation: R.I. General Law 28-5.1-13)		

President William J. Moore, Association of Independent California Colleges and Universities, responded to the questionnaire with a letter of explanation regarding the legal coverage in California. President Moore wrote as follows:

The best way for me to respond to your questionnaire is simply to inform you that California has no provision of law tying institutional eligibility for student aid (via grants to students) to EEO and AA requirements. However, this state was one of the first to have EEO legislation, and the result for our institutions is for all practical purposes the same as for those in Iowa under your 1988 law.

The California Statute is the Unruh Civil Rights Act, et. seq.--especially the Alatorre Amendments of 1978, which defined non-profit institutions (which includes all of our regionally accredited independent colleges and universities) as "employers" under provisions of the Unruh Act. There is a religious exclusion in the Alatorre Amendment, but it does not extend to independent colleges and universities with religious ties.

So, although the California Student Aid Commission programs do not have a separate EEO/AA provision tying student aid eligibility to institutional EEO/AA compliance, our institutions must comply with such regulations as a consequence of state law which is unrelated to student aid.

The complete text of the letter is included in Appendix E.

Responding for the Connecticut Conference of Independent Colleges, Vice President Gloria F. Ragosta stated that Connecticut did have similar state regulations. She provided the following citation: Section 10a-11 and 10a-11b. Connecticut Regulations, Board of Governors, Department of Higher Education, Chapter 185. Section 10a-11 reads as follows:

Strategic plan to ensure racial and ethnic diversity.
Minority advancement program.

- (a) The board of governors of higher education shall, in consultation with the institutions of the state system of higher education and the constituent unit boards of trustees, develop a strategic plan, consistent with the affirmative action plan submitted to the commission on human rights and opportunities, to ensure that students, faculty, administrators and staff at each institution are representative of the racial and ethnic diversity of the total population of the state. For each institution there shall be an approved plan which shall include goals, programs and timetables for achieving those goals, and a procedure to monitor annually the results of these programs and a procedure to take corrective action if necessary. The board of governors of higher education shall also develop policies to guide affirmative action officers and programs in all constituent units and at each institution of public higher education.
- (b) The board of governors of higher education shall report annually to the governor and general assembly on the activities undertaken by the board in accordance with subsection (a) of this section. The report shall include institutional goals and plans for attaining such goals, as well as changes in enrollment and employment at the state's institutions of public higher education. If it is determined that an institution has failed to achieve the goals set out pursuant to this section, such institution shall develop a plan of corrective procedures to ensure that such goals are achieved, subject to the approval of the board of governors of higher education. The board of governors of higher education may establish a minority advancement program to reward and support efforts by institutions within the state system of higher education towards meeting the goals established in the strategic plan developed pursuant to subsection (a) of this section.

Section 10a-11a related to the Connecticut college awareness and preparation program and described that program. The purpose of the program was "to develop linkages with public school systems targeted by the board of

governors for the purpose of providing motivation and skills development for middle school or high school underachievers."

While these sections from Connecticut law appear to refer only to public institutions, they were submitted by the Connecticut Conference of Independent Colleges in response to the question relating to equal opportunity and affirmative action requirements on private colleges and universities.

The third state which responded that it did have coverage similar to Iowa's was Rhode Island. Robert J. McKenna, President, Rhode Island Independent Higher Education Association, did not return the questionnaire but did send materials which he had received from the Rhode Island Equal Opportunity Office.

The related section from Rhode Island General Law 28-5.1, Equal Opportunity and Affirmative Action, appeared as follows:

28-5.1-13 - Private Education Institutions.

The State Equal Opportunity Office shall review all private educational institutions licensed or chartered by the state, including professional, business and vocational training schools. Such state licenced or chartered institutions shall at the request of the Board of Regents be required to show compliance with the State Policy of Nondiscrimination and Affirmative Action in their student admissions, employment, and other practices as a condition of continued participation in any state program of eligibility to receive any form of state assistance.

Several association executives commented regarding state equal opportunity and affirmative action requirements

on private higher education institutions in their states. David B. Laird, Jr., President, Minnesota Private College Council, wrote as follows:

Under the initial reading of MS 1988, 363.073, the state's independent colleges and universities would have been required to have a certificate of compliance signifying an approved affirmative action plan. Subsequent readings of the statute by the Minnesota Department of Human Rights indicates, however, that a certificate is not required. (See copy of letter from Wendy Adler Robinson, Contract Compliance Supervisor, Minnesota Department of Human Rights.)

Ms. Robinson's letter is included in Appendix F.

William B. Rogers, Assistant to the President, Association of Independent Colleges and Universities in New Jersey, commented that "the pressure on us regarding affirmative action has come from our State Department and Board of Higher Education, not the legislature."

Robert E. McCarthy, Wisconsin Association of Independent Colleges and Universities, wrote:

I am afraid the statement in the "Report on State Association Operations" concerning our state's requirement for affirmative action plans is a little misleading. Actually, we all abide by federal regulations. The state requirements referred to is limited to the Marquette University School of Dentistry. (This requirement prohibits discrimination against any employee or applicant for employment because of age, race, religion, color, handicap, sex, physical condition, developmental disability. . . , sexual orientation or national origin. Except with respect to sexual orientation, the Institution further agrees to take affirmative action to ensure equal employment opportunities.)

The association executives were asked if any legislation comparable to that of Iowa was pending in their state. Eighteen states responded that there was no such

legislation pending. Seventeen states did not respond. There were no "Yes" responses. These data appear in Table 2.

Table 2
Pending State Equal Opportunity/Affirmative Action
Legislation

Yes	No	No Response
	Alabama	Florida
	Arkansas	Illinois
	Colorado	Louisiana
	Georgia	Maryland
	Indiana	Massachusetts
	Kansas	Michigan
	Kentucky	Mississippi
	Minnesota	New Mexico
	Missouri	New York
	Nebraska	Pennsylvania
	New Jersey	South Dakota
	North Carolina	Tennessee
	North Dakota	Vermont
	Ohio	Virginia
	Oklahoma	Washington
	Oregon	West Virginia
	South Carolina	Wisconsin
	Texas	

The next question asked if "minority" was defined in that state, and if so, what that definition was. Three states said that their state did have a definition of "minority." Connecticut said their definition of "minority" was "Black and Hispanic." Missouri submitted the following list: Blacks, American Indians, Hispanics, Asian Americans, and other similar racial minority groups (Table 3).

Table 3
Definition of "Minority"

Yes	No	No Response
Connecticut	Alabama	California
Minnesota	Arkansas	Florida
Missouri	Colorado	Georgia
	Indiana	Illinois
	Kansas	Louisiana
	Kentucky	Maryland
	New Jersey	Massachusetts
	Oklahoma	Michigan
	Ohio	Mississippi
	Oregon	Nebraska
	Pennsylvania	New Mexico
	South Carolina	New York
	Texas	North Carolina
		North Dakota
		Rhode Island
		South Dakota
		Tennessee
		Vermont
		Virginia
		Washington
		West Virginia
		Wisconsin

Minnesota quoted from Chapter 5000, Department of Human Rights, Discrimination Complaints; Certificates, as follows:

5000.0050 Definitions.

Subp. 18. Minority. "Minority" includes:

A. Blacks, persons having origins of any of the Black African racial groups not of Hispanic origin;

B. Hispanic, persons of Mexican, Puerto Rican, Cuban, Central American, South American, or other Spanish culture or origin, regardless of race;

C. Asian and Pacific Islander, persons having origins in any of the original people of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands; and

D. American Indian or Alaskan Native, persons having origins in any of the original peoples of North America and maintaining tribal affiliations through

membership and participation or community identification.

Pennsylvania commented that "Federal definitions from IPEDS [Integrated Post-Secondary Education Data Survey] (HEGIS) [Higher Education General Information Survey] were used." The Kentucky association executive commented, "Kentucky has struggled with this problem but the preponderance of 'disadvantaged' whites in Appalachia has complicated the process. We, therefore, use Federal definitions and a strong concern for disadvantaged people."

The association executives were informed that the study described in the questionnaire which they received would gather information on the salient characteristics of affirmative action coordinators in the Iowa independent colleges and universities. They were asked if such a study had been done in their state. The responses to that question appear in Table 4, showing that none of the executives was aware of a similar study in his/her state.

Table 4
Study of Characteristics of Affirmative
Action Coordinators

Yes	No	No Response
	Alabama	California
	Arkansas	Illinois
	Colorado	Louisiana
	Connecticut	Maryland
	Georgia	Massachusetts
	Indiana	Michigan
	Kansas	Mississippi
	Kentucky	Nebraska
	Minnesota	New Mexico
	Missouri	New York
	New Jersey	North Dakota
	North Carolina	Oregon
	Ohio	Pennsylvania
	Oklahoma	Rhode Island
	Pennsylvania	South Dakota
	South Carolina	Tennessee
	Texas	Vermont
		Virginia
		Washington
		West Virginia
		Wisconsin

Question 2 of the study was three part in nature. The three parts of the question were:

- 2-A. What are the salient characteristics of the affirmative action coordinators at the independent colleges and universities in Iowa?
- 2-B. What are the duties and responsibilities of these affirmative action coordinators?
- 2-C. Are there significant differences between the male and the female affirmative action coordinators in the following areas:
 - 1. Their perceptions of their power to bring about change in their institutions,

2. Their commitment to affirmative action,
3. Their perceptions of the impact of affirmative action requirements on their institutions, and
4. Is there a correlation between the affirmative action coordinators' perception of their power to bring about change in their institutions and their commitment to equal opportunity and affirmative action?

To answer the above questions, a questionnaire was mailed to the affirmative action coordinator in each of the twenty-eight colleges and universities which were members of the Iowa Association of Independent Colleges and Universities. All twenty-eight questionnaires were completed and returned. The questionnaire and cover letter are included in Appendix G. The members of the Iowa Association of Independent Colleges and Universities are listed in Appendix H.

Responses from the affirmative action coordinators provided the data to answer Question 2-A, "What are the salient characteristics of the affirmative action coordinators at the independent colleges and universities in Iowa?" The responses showed that there was a fairly even split in the sex of the affirmative action coordinators. Twelve males, 43 percent, and sixteen females, 57 percent, were responsible for affirmative action coordination at their schools (Table 5).

Table 5
 Characteristics of Affirmative Action Coordinators

Characteristic	Number	%
<u>Sex</u>		
Male	12	43.0
Female	16	57.0
<u>Race</u>		
Hispanic	2	7.0
Black	2	7.0
White (not Hispanic)	24	86.0
<u>Age</u> (Range 23-70)		
20-34	5	18.0
35-50	8	28.5
Over 50	10	35.5
No Response	5	18.0
<u>Education</u>		
High School/Associate	3	11.0
BA/BS	9	32.0
Masters	10	36.0
JD/PhD	5	18.0
No Response	1	3.0

The affirmative action coordinators were found to be overwhelmingly of the white (not Hispanic) race. Their age range was from twenty-three to seventy. Sixty-four percent were over thirty-five years of age. Five people did not respond to that item on the questionnaire.

The range in educational background was from high school graduation or associate degree to various terminal degrees held by five people. One person responded that she held both a law degree and a Ph.D. The majority, 68 percent, held either a baccalaureate or a master's degree.

The affirmative action coordinators, for the most part, held high level administrative positions in their institutions. The group included eight vice presidents, thirteen deans or directors, and three who held the titles of officer, treasurer or registrar, respectively. One vice president was the executive vice president and dean of the faculty for his school. Together these administrators represented 86 percent of the total group (Table 6).

Table 6
Job Levels by Titles

Job Title	Number	%
Vice President	8	29.0
Dean or Director	13	46.0
Professor/Department Chair	2	7.0
Officer, Treasurer, Registrar	3	11.0
Assistant Business Manager/ Personnel Assistant	2	7.0

Only two affirmative action coordinators identified themselves as faculty members. Both were women and both were tenured professors. Both were long-time faculty members at their schools and one was a department chair.

The other two coordinators, both female, held the titles of assistant business manager and personnel assistant, respectively. The assistant business manager was also the oldest respondent at age seventy. She reported that she had twenty-five years of administrative experience. The personnel assistant, who did not give her age, reported that she had three years of administrative experience. She was not the chief affirmative action officer on her campus. She reported to the top affirmative action officer, a white male whose title was vice president for business affairs.

Most of the people who responded to the questionnaire identified themselves as the top affirmative action coordinator on their campus. Twenty-six people, 93 percent of the group, answered that they held the top affirmative action position. Only two people, 7 percent, answered that they did not have that responsibility.

The ways in which the individuals became the affirmative action coordinators were quite similar. Twenty-four people, 86 percent, were already full-time employees of the institution before they were named affirmative action coordinators. One person was employed part time at the

college and three were hired after the position had received the affirmative action responsibilities.

The coordinators were asked, "Were you given a reduction in other job duties in order to handle the affirmative action role?" Twenty-six people, 93 percent, responded that they did not receive any reduction in other duties. One person said that she was given a reduction and one person did not reply to the question.

The coordinators were asked if they had requested or in any way sought the affirmative action assignment. Three people reported that they did seek the assignment while twenty-four individuals (86 percent) replied that they had not sought it.

The coordinators were also asked what amount of time they were to spend on the affirmative action responsibilities, whether those duties were considered a promotion, and whether or not they received an increase in pay for assuming the additional duties. The responses to the above questions appear in Table 7.

As Table 7 shows, 43 percent of the coordinators were spending or expected to spend less than 10 percent of their time on affirmative action matters. Seven people, 25 percent of the group, did not respond to that question. Since almost all of the coordinators were already full-time employees, any time spent on affirmative action was in addition to their full-time load.

Table 7
Affirmative Action Assignment

Item	Number	%
<u>Amount of Time</u>		
1 to 9%	12	43.0
10 to 25%	8	29.0
More than 25%	1	3.0
No Response	7	25.0
<u>Promotion</u>		
Yes	1	3.5
No	26	93.0
No Response	1	3.5
<u>Pay Increase?</u>		
Yes	2	7.0
No	24	86.0
No Response	2	7.0

When asked if their assignment as affirmative action coordinator was considered a promotion, only one person responded that it was. Two people reported that they had received a pay increase when the affirmative action duties were assigned to them. A total of twenty-six people, 93 percent of the group, either did not receive a pay increase for assuming those duties or did not respond to the question.

The affirmative action coordinators were asked how many years of administrative experience they had and how many

years they had been employed at their present college or university. Table 8 reports that about half of these individuals had fewer than ten years of administrative experience but ten people, representing 34 percent of the group, had twenty or more years. The range for the years of administrative experience was a wide one, from under one year to thirty years.

Table 8
Administrative Experience and Time at Same School

Item	Number	%
<u>Years of Administrative Experience</u>		
Range: 0 to 30		
0 to 9	14	49.0
10 to 19	5	17.0
20 to 29	6	20.0
30 or More	4	14.0
<u>Years at Same School</u>		
Range: 0 to 33		
0 to 9	16	57.0
10 to 19	9	31.0
20 to 29	2	6.0
30 or More	2	6.0

Fifty-seven percent of the group had been at their present institution for fewer than ten years. Four people, however, had been employed at the same school for twenty or more years. Again the range was a wide one, from under one year to thirty-three years. The longest term employee was a

minority male holding the title of vice president of his institution. Obviously he had been hired long before affirmative action was an issue.

It was clear from the responses shown on Table 8 that this group of people included many who were experienced administrators. Fifty-one percent had ten or more years of experience with four of those fifteen individuals having more than thirty years of administrative experience. They were also long-term employees at their schools, with 43 percent having been employed at the same school for ten or more years, and 12 percent for twenty or more years.

Part 2-B of the study posed the question, "What are the duties and responsibilities of these affirmative action coordinators?" To gather data to answer that question, ten duties and responsibilities were listed and the affirmative action coordinators were asked to answer "Yes" if they were responsible for all or part of the item listed and "No" if they did not have any responsibility for it.

Table 9 lists the ten items relating to the duties and responsibilities of affirmative action coordinators and reports the number and the percentages of the "Yes" responses. The responses indicated remarkable uniformity among the various schools in the tasks and responsibilities assigned to the affirmative action coordinators. Eight of the ten items received an 80 percent or higher "Yes" response. Almost all of the coordinators (96 percent) performed the tasks described in Items 1, 7, and 9, while

Table 9

Duties and Responsibilities of the Surveyed
Affirmative Action Coordinators

Item	<u>"Yes" Response</u>	
	Number	%
1. Oversight of developing, implementing, monitoring, and reporting EEO/AA	26	96
2. Maintaining and updating college-wide basic data files	22	81
3. Coordinating preparation of utilization, salary analysis and personnel mobility system	15	55
4. Receiving and assessing reports on recruitment, hiring, mobility, attrition, and overall affirmative action progress	23	85
5. Preparing and presenting reports to equal opportunity councils or committees	22	81
6. Serving as liaison between the college/university administration and interest groups in the institution	20	74
7. Preparing EEO/AA annual reports	26	96
8. Overseeing development of policy statements, and internal and external communication	23	85
9. Keeping relevant administrative offices of the college/university informed of developments in EEO/AA areas	26	96
10. Serving on the college/university affirmative action committee	27	100

all twenty-seven respondents reported that they served on the school's affirmative action committee. These responses represented almost complete agreement of the Iowa coordinators with the model list of duties and responsibilities described in Chapter 3.

Part 2-C of the study posed four hypotheses which related to the attitudes and perceptions of the affirmative action coordinators. The person was instructed to check "Yes" to a statement with which he/she generally agreed or which usually reflected the situation at his/her college or university. The person was to check "No" to statements which did not correspond in general to his/her beliefs, role as he/she perceived it, or to the situation as he/she knew it at that college or university.

The list of 105 statements made up Part III, Attitudes and Perceptions, of the questionnaire to the affirmative action coordinators. The questionnaire with cover letter appears in Appendix G of this study. The key to responses appears in Appendix I.

The responses to the statements were used to provide the data for testing the four hypotheses of Part 2-C of this study. The responses from the coordinators are shown in Table 10. They are presented by gender of the coordinators since the hypotheses examined relationships between the attitudes and perceptions of the coordinators by sex.

Table 10

Number of "Yes" Responses by Sex to Questionnaire
 Part III, Attitudes and Perceptions
 (Males n=12; Females n=16)

Question No.	Male	Female	Question No.	Male	Female
1.	12	16	29.	10	8
2.	8	16	30.	11	10
3.	11	16	31.	11	13
4.	9	13	32.	11	16
5.	0	2	33.	12	14
6.	11	16	34.	10	14
7.	12	14	35.	12	15
8.	10	16	36.	10	13
9.	9	14	37.	4	12
10.	12	14	38.	10	8
11.	10	15	39.	5	3
12.	9	16	40.	12	14
13.	12	16	41.	12	11
14.	12	16	42.	12	15
15.	10	13	43.	12	15
16.	7	11	44.	9	12
17.	10	15	45.	12	16
18.	12	15	46.	10	7
19.	12	14	47.	9	15
20.	10	15	48.	12	13
21.	3	10	49.	12	14
22.	10	12	50.	5	9
23.	11	9	51.	11	14
24.	7	14	52.	11	15
25.	10	16	53.	7	15
26.	12	15	54.	12	14
27.	5	7	55.	7	15
28.	12	16	56.	11	13

Table 10 (continued)

Question No.	Male	Female	Question No.	Male	Female
57.	11	16	82.	12	16
58.	12	15	83.	12	11
59.	8	11	84.	11	14
60.	10	13	85.	10	15
61.	12	15	86.	11	15
62.	7	14	87.	12	11
63.	11	13	88.	7	10
64.	2	7*	89.	11	13
65.	7	2	90.	12	13
66.	9	15	91.	12	15
67.	12	14	92.	8	10
68.	12	14	93.	11	15
69.	7	14	94.	12	12
70.	12	14	95.	11	15
71.	10	14	96.	11	14
72.	10	12	97.	12	15
73.	12	15	98.	12	13
74.	12	14	99.	10	11
75.	12	14	100.	11	16
76.	5	6	101.	9	13
77.	12	15	102.	11	16
78.	3	3	103.	5	9
79.	11	14	104.	5	5
80.	10	15	105.	12	15
81.	12	13			

*Including one "probably."

Twelve of the 105 statements received five or fewer "Yes" responses from either the male or the female coordinators. These statements were numbers 5, 21, 27, 37, 39, 50, 64, 65, 76, 78, 103, and 104. The number of "Yes" responses by gender are shown in Table 11.

Table 11

Statements in Questionnaire, Part III, Attitudes
and Perceptions, Receiving Five or Fewer
"Yes" Responses

Question No.	Male	Female
5.	0	2
21.	3	10
27.	5	7
37.	4	12
39.	5	3
50.	5	9
64.	2	7
65.	7	2
76.	5	6
78.	3	3
103.	5	9
104.	5	5

The smallest number of total "Yes" responses was to statement number 5, which read as follows:

I think the state and federal governments should be involved in the internal affairs of a college or university because only the government can solve social problems like discrimination and unemployment.

No males answered "Yes" to that statement and only two of the sixteen females did.

Two other statements received only two "Yes" responses from either the male or the female coordinators. They were number 64 and 65. Statement 64 read as follows:

One reason I am supportive of the equal opportunity/affirmative action program is that I have personally experienced discrimination.

Two males, both racial minorities, answered "Yes" to that statement. Seven of the sixteen women marked "Yes" in response to that statement.

Statement 65 read as follows:

One reason I can be effective in this job is because this institution has provided me with sufficient staff and support services.

Seven males answered "Yes" to that statement while only two females did so. One administrator commented, "Always need more," while another said, "Yes, but in another capacity."

Another respondent pointed out that the affirmative action program at his institution had been established several years prior to the passage of the state regulations in 1988. He wrote:

It [the questionnaire] assumes that our program is just getting off the ground when, in fact, it has been in place for many years. Our faculty and administrative staff hires reflect AA--about 50% women. Our program is low key and produces results requiring only a "watchdog" activity on my part.

Hypothesis 1 was stated as follows: There is no significant difference between the male and female affirmative action coordinators in their perception of their power to bring about change in their institutions.

The t-test results were as follows:

Variable: Power

Number of cases, Group 1 (Male): 12

Number of cases, Group 2 (Female): 16

	<u>Mean</u>	<u>Standard Deviation</u>	<u>Standard Error</u>
Group 1	31.0000	2.000	.577
Group 2	26.3750	7.098	1.775

<u>F value</u>	<u>2-tail Probability</u>
12.60	.000

Separate Variance Estimate

<u>t-value</u>	<u>Degrees of Freedom</u>	<u>2-tail Probability</u>
2.48	18.07	.023

For this population, males felt significantly more powerful to bring about change in their institutions. The null hypothesis was rejected.

Hypothesis 2 stated: There is no significant difference between the male and female affirmative action coordinators in their commitment to affirmative action.

The t-test results were as follows:

Variable: Commitment

Number of cases, Group 1 (Male): 12

Number of cases, Group 2 (Female): 16

	<u>Mean</u>	<u>Standard Deviation</u>	<u>Standard Error</u>
Group 1	26.8333	4.707	1.359
Group 2	28.9375	4.374	1.093

<u>F value</u>	<u>2-tail Probability</u>
1.16	.775

Pooled Variance Estimate

<u>t-value</u>	<u>Degrees of Freedom</u>	<u>2-tail Probability</u>
-1.21	22.84	.240

For this population, the difference between the male and female affirmative action coordinators in their commitment to affirmative action was not significantly different. The null hypothesis was sustained.

Hypothesis 3 stated: There is no significant difference between the male and female affirmative action coordinators in their perception of the impact of affirmative action on their college or university.

The t-test results were as follows:

Variable: Impact on Institution

Number of cases, Group 1 (Male): 12

Number of cases, Group 2 (Female): 16

	<u>Mean</u>	<u>Standard Deviation</u>	<u>Standard Error</u>
Group 1	28.9167	3.528	1.018
Group 2	29.6875	4.175	1.044

<u>F value</u>	<u>2-tail Probability</u>
1.40	.580

Pooled Variance Estimate

<u>t-value</u>	<u>Degrees of Freedom</u>	<u>2-tail Probability</u>
-.52	26	.610

For this population, the difference between the male and female affirmative action coordinators in their perception of the impact of affirmative action on their college or university was not significantly different. The null hypothesis was sustained.

Hypothesis 4 was stated as follows: There is no correlation between the affirmative action coordinators' perception of their power to bring about change in their institutions and their commitment to affirmative action.

For this population there was a positive correlation ($r = .4716$, $p < .006$), between the affirmative action coordinators' perception of their power to bring about change in their institutions and their commitment to affirmative action. The null hypothesis was rejected.

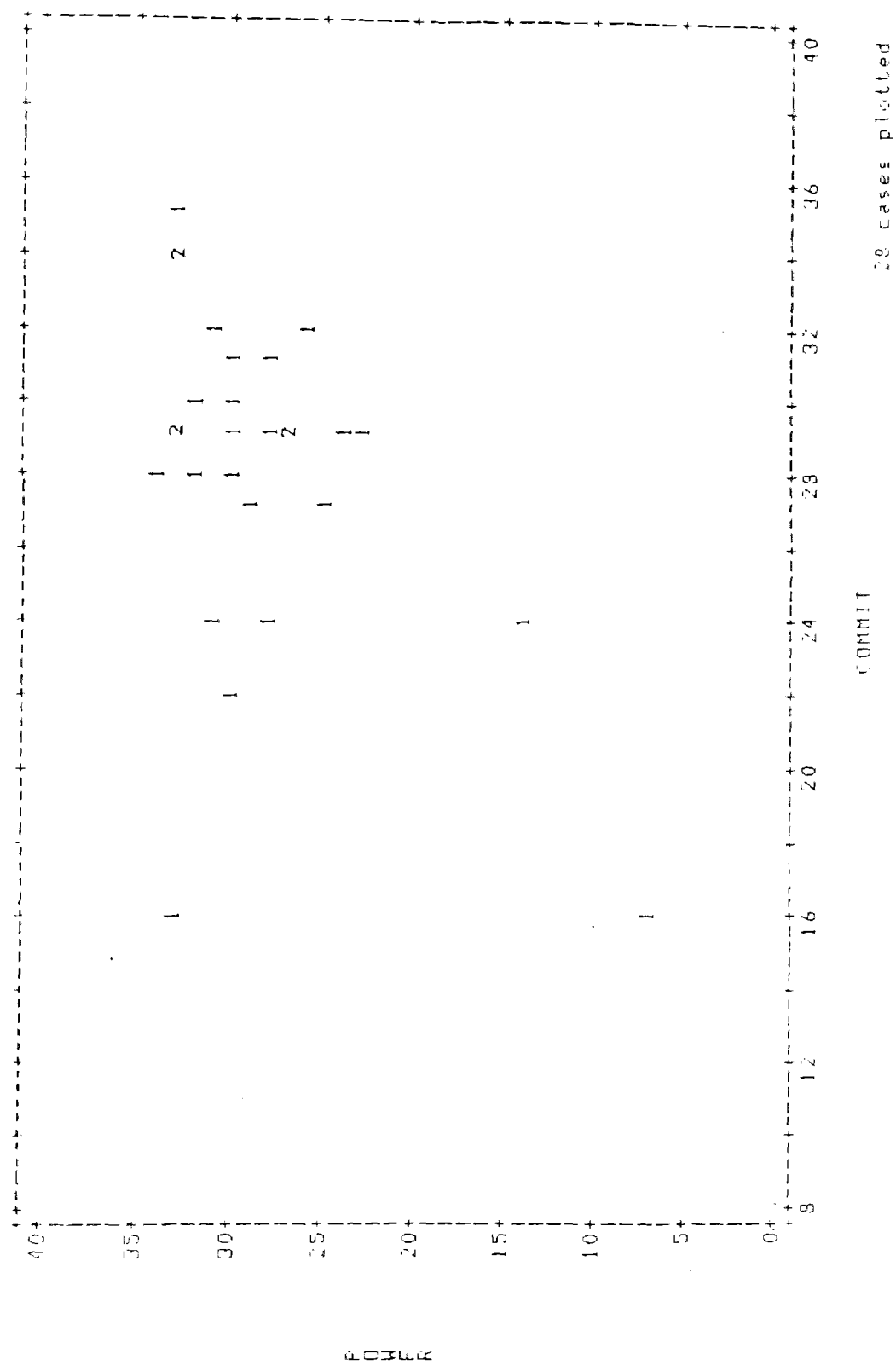


Figure 1. Plot of Power with Commitment.

CHAPTER 5

Summary, Conclusions and Implications, and Recommendations

Summary

The first question to be answered by this study was whether states other than Iowa had established affirmative action requirements for their independent colleges and universities. Responses from the executives of state associations of independent colleges and universities revealed three states which claimed to have regulations similar to those in Iowa. Those states were California, with very comprehensive coverage; Connecticut, with some coverage under the Board of Governors' Strategic Plan to Ensure Racial and Ethnic Diversity (identified as "Minority Advancement Program"); and Rhode Island, with limited coverage.

The second question to be answered by the study was, "What are the salient characteristics of the affirmative action coordinators in independent colleges and universities in Iowa and what are the significant differences, if any, between the male and female coordinators?" To answer this multi-part question, a questionnaire was sent to the twenty-eight affirmative action coordinators at the institutions which were members of the Iowa Association of Independent Colleges and Universities. Their responses, which were

presented in detail in Chapter 4, showed more similarities than differences between the female and male coordinators. A significant difference, however, was that the males perceived themselves as having more power to bring about change in their institutions than did the female coordinators.

Conclusions and Implications

The fact that only three other states responded that their independent colleges and universities were covered by state regulations which required them to take affirmative action in their employment practices raised questions about the background of Iowa's requirements. California, the state with the longest history of this requirement, noted that "institutional eligibility for student aid (via grants to students) is not tied to equal employment opportunity and affirmative action requirements, but the result for our institutions is for all practical purposes the same as for those in Iowa under your 1988 law."¹

There is little comparison between California and Iowa that would suggest that the problems of employment of racial minorities are similar in the two states. Certainly the numbers are not similar. California has a large and increasing number of racial minorities, including blacks, Asians and others. Iowa's number of racial minorities

¹Appendix E.

amounts to only 2.6 percent of the state's population, according to Bureau of the Census data as of July 1, 1985, the most recent available figures.

The small number of states reporting affirmative action requirements similar to Iowa's stimulated speculation about the reasons for the action of the Iowa General Assembly. Several possible explanations occurred to the researcher. Iowa lawmakers may have considered the affirmative action regulation to be a continuation of the state's efforts to assure fair and equal treatment of its citizens. The legislative action may have been part of a public policy shift from federal to state initiatives, influenced by the reduction in funding from the federal government and an apparent retrenchment in the federal enforcement of civil rights laws. A simpler explanation was offered in an informal conversation with a state employee who commented, "I think it was put on because the state was requiring the Regents' schools to have these requirements and it was only fair for the private schools to have them, too, since they receive state money."

Despite the lack of accurate information regarding the motivation for and legislative intent of the 1988 affirmative action requirements, the independent colleges and universities surveyed for this study responded quickly and appropriately. For some schools, the affirmative action efforts represented a new challenge. Other institutions continued their programs based on federal guidelines and, as

of July 1, 1988, mandated by state law. All twenty-eight of the colleges and universities included in this study had appointed affirmative action coordinators. A response to the survey questionnaire addressed to the coordinators was received from every school. This 100 percent response indicated the coordinators' commitment to their new or ongoing responsibility, or at least their willingness to cooperate with a research project relating to affirmative action.

Data from the coordinators revealed very few differences in the educational backgrounds or job duties of the male and female coordinators. The males tended to hold higher administrative positions. Of the eight vice presidents who had been named as affirmative action coordinators, seven were male and one was female. Four respondents identified themselves as racial minorities; two were black and two were Hispanic. This group was considered too small to allow a meaningful comparison with any other group. The administrative levels of the four racial minority persons were high; two were vice presidents and two were directors.

The statistical comparisons in the study were between males and females. The numbers of the two groups were fairly equal, with twelve coordinators being male and sixteen females. The comparison between the sexes was not done just because of the fairly equal numbers, however. Conventional wisdom had viewed white males as disinterested

in or antagonistic to affirmative action. The results of the comparisons did not bear out the view that males were not supportive of affirmative action.

The first of the four hypotheses stated that there is no significant difference between the male and female affirmative action coordinators in their perception of their power to bring about change in their institutions. This hypothesis was the only one of the three to show a significant difference between the sexes. In this case, the males perceived their power to bring about change in their institutions as significantly higher than the females perceived theirs to be. Their perceptions appeared to be based upon the reality of their administrative levels. The males held administrative positions of greater institutional power than did the females.

Perception of power to bring about change in an institution is based upon both objective and subjective factors. While the male coordinators outranked the females in the administrative positions they held, a number of the female coordinators also held positions that should provide them with considerable power and authority. Some of the differences between the males and females in their perception of power may be attributable to the traditional differences between the male and the female roles in society.

Some kinds of power other than institutional level appeared to be evidenced in the responses and comments. One

was the power of legal knowledge and training while another was the power of holding tenured faculty status. Regarding whether or not the coordinator had the authority to stop the hiring process of a faculty member or administrator, one woman wrote the following comment: "I could stop it--but I could be overruled, I think--but then I would go to the President and probably win." The certainty of presidential support and direct access to him/her was crucial in the perception of the coordinators' power as evidenced by several write-in comments.

These comments regarding power (although the word was not used) appeared to be in agreement with the definitions and analysis of power in Pfeffer's book, Power in Organizations, as he wrote,

Although individual skills and strategies can certainly affect the amount of power and the effectiveness with which it is used, power is first and foremost a structural phenomenon, and should be understood as such.¹

While some of the coordinators held "powerful" positions in the institution, the role of the affirmative action coordinator did not appear to be one of power per se in the institution.

To more clearly understand the power--or possibly influence is a more accurate term--of the affirmative action coordinator, it was necessary to review VanderWaerdt's

¹Pfeffer, x.

book. In it, VanderWaerdt stressed the educational aspect of the role and the need to be a part of the institution's system. She wrote:

A director acting in an official capacity is part of the system--not a zealot trying to change the system from the outside. A significant part of the director's job involves working creatively within the views of high-ranking academic administrators and if necessary, discovering the means to gradually adjust these views for better harmony with affirmative action.¹

The Iowa affirmative action coordinators appeared to know their institutions' systems well and to work comfortably within them.

The second hypothesis postulated that there is no significant difference between the male and female affirmative action coordinators in their commitment to affirmative action. This hypothesis was sustained. Of the results of the first three hypotheses, this one appeared to be the most subject to argument and speculation. In this group, however, the males and females responded positively in almost identical numbers to the statements defined as relating to commitment to affirmative action.

The third hypothesis was that there is no significant difference between the male and female affirmative action coordinators in their perception of the impact of affirmative action on their college or university. The

¹VanderWaerdt, 8.

finding was that there was no significant difference between the two groups in this area. The respondents had many similarities. Most were experienced administrators or long-time faculty members who were well acquainted with higher education institutions. This similarity in backgrounds and professional experience could account for their similar responses regarding the impact of affirmative action on their institutions.

The fourth hypothesis was that there is no correlation between the affirmative action coordinators' perception of their power to bring about change in their institutions and their commitment to affirmative action. Results showed a positive correlation between perception of power to bring about change and commitment to affirmative action. These results might be useful to schools in their efforts to select the most effective person to head their affirmative action program. It would appear that the person should hold a high administrative position and/or a secure faculty position and have direct access to a supportive president in order to perceive him/herself as having the power to bring about change in the institution. This correlation between perception of power to bring about change and commitment to affirmative action does not mean that every powerful administrator or faculty member is committed to affirmative action. The relationship between power and commitment needs further study and careful interpretation.

Some statements in Part III of the questionnaire to the coordinators received very few "Yes" responses. One such statement read as follows:

5. I think the state and federal governments should be involved in the internal affairs of a college or university because only the government can solve social problems like discrimination and unemployment.

This low positive response may mean that in the opinion of the coordinators, the state and federal government should not be involved in the internal governance of a college or university, at least not in an attempt to solve social problems. Since these were experienced administrators and faculty members, they would be aware of the extensive involvement of state and federal governments in the policies and practices of educational institutions.

The responses to Statement 64 regarding support of equal opportunity/affirmative action programs because of having personally experienced discrimination revealed a low number of coordinators who said they had been discriminated against. Only two males answered "Yes" to that statement. Both of those males were members of racial minority groups. Seven of the sixteen women marked "Yes" in response to that statement, possibly indicating a lack of sensitivity to the issue of sex discrimination.

The response of the Iowa independent colleges and universities to the state affirmative action mandate was commendable. The coordination of the affirmative action programs was assigned to high level and, for the most part,

experienced administrators or faculty members. Those individuals accepted this additional duty, for which most received no additional pay, with a high level of commitment to the endeavor. While their commitment to their role as change agents on their campuses was clear, it was also evident that the coordinators realized that the leadership of a supportive president was necessary to bring about lasting change.

Recommendations

While the two questions posed in this study were answered, research on the following topics could prove to be useful in the development of successful affirmative action programs, not only in Iowa but in other states as well.

1. Conduct focus groups and individual interviews on campuses to determine the perceptions of the role of the affirmative action officer and program. Using information from these sessions, design a strategy to increase the visibility and effectiveness of the affirmative action program and coordinator.
2. Designate a position in the Iowa College Aid Commission to provide technical assistance and training to the educational institutions under its jurisdiction to aid them in the development and implementation of their equal employment opportunity/affirmative action programs.

3. Compile statistics showing the costs of equal opportunity/affirmative action programs in higher education institutions, with a comparison between independent and public-supported institutions.
4. Establish a longitudinal study beginning with the 1987-1988 academic year, of the composition by race and sex of the faculty and administrative staffs of the independent colleges and universities in Iowa.
5. Conduct a research project to explore the relationship between the perception of power to bring about change and commitment to affirmative action.
6. Develop a set of competencies required for an effective affirmative action coordinator and design an educational program to build those competencies.

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APPENDICES

APPENDIX A

CHAPTER 19B, EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION
19B.1 THROUGH 19B.8, CODE OF IOWA, 1989

CHAPTER 19B

EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION

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| 19B.1 | Definitions. | 19B.7 | State contracts and services — state-assisted programs — responsibilities of department of management — regents. |
| 19B.2 | Equal opportunity in state employment — affirmative action. | 19B.8 | Sanctions. |
| 19B.3 | Administrative responsibilities of department of personnel and board of regents. | 19B.9 | and 19B.10 Reserved. |
| 19B.4 | State agency affirmative action plans — programs. | 19B.11 | School districts, area education agencies, and merged area schools — duties of director of department of education. |
| 19B.5 | Annual reports. | | |
| 19B.6 | Responsibilities of department of management — affirmative action. | | |

19B.1 Definitions.

As used in this chapter unless the context otherwise requires:

1. "*Affirmative action*" means action appropriate to overcome the effects of past or present practices, policies, or other barriers to equal employment opportunity.

2. "*State agency*" means an office, bureau, division, department, board, or commission in the executive branch of state government.

86 Acts, ch 1245, §220

19B.2 Equal opportunity in state employment — affirmative action.

It is the policy of this state to provide equal opportunity in state employment to all persons. An individual shall not be denied equal access to state employment opportunities because of race, creed, color, religion, national origin, sex, age, or physical or mental disability. It also is the policy of this state to apply affirmative action measures to correct deficiencies in the state employment system where those remedies are appropriate. This policy shall be construed broadly to effectuate its purposes.

It is the policy of this state to permit special appointments by bypassing the usual testing procedures for any applicant for whom the division of vocational rehabilitation of the department of education or the department for the blind has certified the applicant's disability and competence to perform the job. The department of personnel, in cooperation with the department for the blind and the division of vocational rehabilitation, shall develop appropriate certification procedures. This paragraph should not be interpreted to bar promotional opportunities for

blind and physically or mentally disabled persons. If this paragraph conflicts with any other provisions of this chapter, the provisions of this paragraph govern.

86 Acts, ch 1245, §221

19B.3 Administrative responsibilities of department of personnel and board of regents.

1. The department of personnel is responsible for the administration and promotion of equal opportunity and affirmative action efforts in the recruitment, appointment, assignment, and advancement of personnel by all state agencies except the state board of regents and the institutions under its jurisdiction. In carrying out this responsibility the department shall do all of the following with respect to state agencies other than the state board of regents and its institutions:

a. Designate a position as the state affirmative action administrator.

b. Propose affirmative action standards applicable to each state agency based on the population of the community in which the agency functions, the population served by the agency, or the persons that can be reasonably recruited.

c. Gather data necessary to maintain an ongoing assessment of affirmative action efforts in state agencies.

d. Monitor accomplishments with respect to affirmative action remedies identified in affirmative action plans of state agencies.

e. Conduct studies of preemployment and postemployment processes in order to evaluate employment practices and develop improved methods of dealing with all employment issues related to equal employment opportunity and affirmative action.

f. Establish a state recruitment coordinating committee to assist in addressing affirmative action recruitment needs, with members appointed by the director of the department of personnel.

g. Address equal opportunity and affirmative action training needs of all state agencies by:

(1) Providing appropriate training for managers and supervisors.

(2) Insuring that all state agencies make training available for all staff members whose duties relate to personnel administration.

(3) Investigating means for training in the area of career development.

h. Coordinate and develop equal employment opportunity reports, including the initiation of the processes necessary for the completion of the annual EEO-4 report required by the federal equal employment opportunity commission.

i. Address equal opportunity and affirmative action policies with respect to employee benefits and leaves of absence.

j. Adopt equal employment opportunity and affirmative action rules in accordance with chapter 17A.

2. The state board of regents is responsible for the administration and promotion of equal opportunity and affirmative action efforts in the recruitment, appointment, assignment, and advancement of personnel by the board and the institutions under its jurisdiction. In carrying out this responsibility the board shall do all of the following with respect to the board and its institutions:

a. Designate a position as the regents' affirmative action coordinator.

b. Propose affirmative action standards applicable to the board and each institution under its jurisdiction.

c. Gather data necessary to maintain an ongoing assessment of affirmative action efforts.

d. Monitor accomplishments with respect to affirmative action remedies identified in affirmative action plans.

e. Conduct studies of preemployment and postemployment processes in order to evaluate employment practices and develop improved methods of dealing with all employment issues related to equal employment opportunity and affirmative action.

f. Establish an equal employment committee to assist in addressing affirmative action needs, including recruitment.

g. Address equal opportunity and affirmative action training needs by:

(1) Providing appropriate training for managers and supervisors.

(2) Insuring that the board and its institutions make training available for all staff members whose duties relate to personnel administration.

(3) Investigating means for training in the area of career development.

h. Require development of equal employment opportunity reports, including the initiation of the processes necessary for the completion of the annual EEO-6 reports required by the federal equal employment opportunity commission.

i. Address equal opportunity and affirmative action policies with respect to employee benefits and leaves of absence.

j. Adopt equal employment opportunity and affirmative action rules in accordance with chapter 17A. 86 Acts, ch 1245, §222

19B.4 State agency affirmative action plans — programs.

1. Each state agency, including the state board of regents and its institutions, shall annually prepare an affirmative action plan. State agencies other than the state board of regents and its institutions shall submit their plans to the department of personnel. Institutions under the jurisdiction of the state board of regents shall submit their plans to that board. The plans shall be submitted between December 15 and December 31 each year. Each plan shall contain a clear and unambiguous written program containing goals and time specifications related to personnel administration.

2. Each state agency, including the state board of regents and its institutions, shall conduct programs of job orientation and provide organizational structure and training for upward mobility of employees. Emphasis shall be placed upon fair practices in employment.

86 Acts, ch 1245, §223

19B.5 Annual reports.

1. The head of each state agency other than the state board of regents and its institutions is personally responsible for submitting an annual report of the affirmative action accomplishments of that agency to the department of personnel between December 15 and December 31 each year.

2. The department of personnel shall submit a report on the condition of affirmative action programs in state agencies covered by subsection 1 by January 31 of each year to the department of management.

3. The state board of regents shall submit an annual report of the affirmative action accomplishments of the board and its institutions by January 31 of each year to the department of management.

86 Acts, ch 1245, §224

19B.6 Responsibilities of department of management — affirmative action.

The department of management shall oversee the implementation of sections 19B.1 through 19B.5 and shall work with the governor to ensure compliance with those sections, including the attainment of affirmative action goals and timetables, by all state agencies, including the state board of regents and its institutions.

86 Acts, ch 1245, §225

19B.7 State contracts and services — state-assisted programs — responsibilities of department of management — regents.

1. Except as otherwise provided in subsection 2, the department of management is responsible for the administration and promotion of equal opportunity in all state contracts and services and the

§19B.7. EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION

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prohibition of discriminatory and unfair practices within any program receiving or benefiting from state financial assistance in whole or in part. In carrying out these responsibilities the department of management shall:

a. Establish for all state agencies a contract compliance policy, applicable to state contracts and services and to programs receiving or benefiting from state financial assistance, to assure:

(1) The equitable provision of services within state programs.

(2) The utilization of minority, women's, and disadvantaged business enterprises as sources of supplies, equipment, construction, and services.

(3) Nondiscrimination in employment by state contractors and subcontractors.

b. Adopt administrative rules in accordance with chapter 17A to implement the contract compliance policy.

c. Monitor the actions of state agencies to ensure compliance.

d. Report results under the contract compliance policy to the governor and the general assembly on an annual basis. The report shall detail specific efforts to promote equal opportunity through state contracts and services and efforts to promote, develop, and stimulate the utilization of minority, women's, and disadvantaged business enterprises in programs receiving or benefiting from state financial assistance.

e. Do other acts necessary to carry out the contract compliance policy described in this section.

2. The state board of regents is responsible for administering the provisions of this section for the institutions under its jurisdiction.

86 Acts, ch 1245, §226

19B.8 Sanctions.

The department of management may impose appropriate sanctions on individual state agencies, including the state board of regents and its institutions, in order to ensure compliance with state programs emphasizing equal opportunity through affirmative action, contract compliance policies, and requirements for procurement set-asides for targeted small businesses.

86 Acts, ch 1245, §227

19B.9 and 19B.10 Reserved.

19B.11 School districts, area education agencies, and merged area schools — duties of director of department of education.

1. It is the policy of this state to provide equal

opportunity in school district, area education agency, and merged area school employment to all persons. An individual shall not be denied equal access to school district, area education agency, or merged area school employment opportunities because of race, creed, color, religion, national origin, sex, age, or physical or mental disability. It also is the policy of this state to apply affirmative action measures to correct deficiencies in school district, area education agency, and merged area school employment systems where those remedies are appropriate. This policy shall be construed broadly to effectuate its purposes.

2. The director of the department of education shall actively promote fair employment practices for all school district, area education agency, and merged area school employees and the state board of education shall adopt rules requiring specific steps by school districts, area education agencies, and merged area schools to accomplish the goals of equal employment opportunity and affirmative action in the recruitment, appointment, assignment, and advancement of personnel. Each school district, area education agency, and merged area school shall be required to develop affirmative action standards which are based on the population of the community in which it functions, the student population served, or the persons who can be reasonably recruited. The director of education shall consult with the department of personnel in the performance of duties under this section.

3. Each school district, area education agency, and merged area school in the state shall submit to the director of the department of education an annual report of the accomplishments and programs of the district, agency, or merged area school in carrying out its duties under this section. The report shall be submitted between December 15 and December 31 each year. The director shall prescribe the form and content of the report.

4. The director of the department of education shall prepare a compilation of the reports required by subsection 3 and shall submit this compilation, together with a report of the director's accomplishments and programs pursuant to this section, to the department of management by January 31 of each year.

86 Acts, ch 1245, §228; 88 Acts, ch 1284, §42

APPENDIX B

SECTION 261.9, COLLEGE AID COMMISSION,
CODE OF IOWA, 1989

COLLEGE AID COMMISSION, §261.9

including those available from the student's parents as determined by a completed parents' confidential statement, and the student's anticipated expenses while attending the accredited private institution. Financial need shall be redetermined at least annually.

3. "Full-time resident student" means an individual resident of Iowa who is enrolled at an accredited private institution in a course of study including at least twelve semester hours or the trimester equivalent of twelve semester hours. "Course of study" does not include correspondence courses.

4. "Qualified student" means a resident student who has established financial need and who is making satisfactory progress toward graduation.

5. "Accredited private institution" means an institution of higher learning located in Iowa which is operated privately and not controlled or administered by any state agency or any subdivision of the state, except for county hospitals as provided in paragraph "d" of this subsection, and

a. Which is accredited by the North Central Association of Colleges and Secondary Schools accrediting agency based on their requirements as of April 1, 1969, or

b. Which has been certified by the North Central Association of Colleges and Secondary Schools accrediting agency based on their requirements as of April 1, 1969, (1) as a candidate for accreditation by such agency or (2) as a school giving satisfactory assurance that it has the potential for accreditation and is making progress which, if continued, will result in its achieving accreditation by such agency within a reasonable time, or

c. Which has received letters from at least three Iowa institutions accredited by the North Central Association of Colleges and Secondary Schools accrediting agency based on their requirements as of April 1, 1969, stating that its credits are and have been accepted as if earned in an institution so accredited.

d. Which is a school of nursing accredited by the national league for nursing and approved by the board of nurse examiners, including such a school operated, controlled, and administered by a county public hospital.

e. Which was eligible to participate in the tuition grant program during the school year beginning July 1, 1986 under paragraph "c", and will continue to be eligible during the school year beginning July 1, 1987, and which is making satisfactory progress to achieve accreditation from the North Central Association of Colleges and Secondary Schools accrediting agency, and the institution meets the thirteen general institutional requirements of the North Central Association of Colleges and Secondary Schools accrediting agency by July 1, 1988 and meets the requirements for candidacy status of the North Central Association of Colleges and Secondary Schools accrediting agency by July 1, 1989, and attains full accreditation under a time period established by the North Central Association.

f. Which promotes equal opportunity and affirma-

Eliminated '89
Session of
General Assembly

TUITION GRANTS TO STUDENTS

261.9 Definitions.

When used in this division, unless the context otherwise requires:

1. "Tuition grant" means an award by the state of Iowa to a qualified student under this division.

2. "Financial need" means the difference between the student's financial resources available,

§261.9, COLLEGE AID COMMISSION

live action efforts in the recruitment, appointment, assignment, and advancement of personnel at the institution. In carrying out this responsibility the institution shall do all of the following:

(1) Designate a position as the affirmative action coordinator.

(2) Adopt affirmative action standards.

(3) Gather data necessary to maintain an ongoing assessment of affirmative action efforts.

(4) Monitor accomplishments with respect to affirmative action remedies identified in affirmative action plans.

(5) Conduct studies of preemployment and postemployment processes in order to evaluate employment practices and develop improved methods of dealing with all employment issues related to equal employment opportunity and affirmative action.

(6) Establish an equal employment committee to assist in addressing affirmative action needs, including recruitment.

(7) Address equal opportunity and affirmative action training needs by:

(a) Providing appropriate training for managers and supervisors.

(b) Insuring that training is available for all staff members whose duties relate to personnel administration.

(c) Investigating means for training in the area of career development.

(8) Require development of equal employment opportunity reports, including the initiation of the processes necessary for the completion of the annual EEO-6 reports required by the federal equal employment opportunity commission.

(9) Address equal opportunity and affirmative action policies with respect to employee benefits and leaves of absence.

(10) File annual reports with the college aid commission of activities under this paragraph.

6. "Commission" means the college aid commission.

7. "Part-time resident student" means an individual resident of Iowa who is enrolled at an accredited private institution in a course of study including at least three semester hours or the trimester or quarter equivalent of three semester hours. "Course of study" does not include correspondence courses.

{C71, 73, 75, 77, 79, 81, §261.9}

87 Acts, ch 233, §455; 88 Acts, ch 1284, §22-24

APPENDIX C

COVER LETTER AND QUESTIONNAIRE TO EXECUTIVES OF
STATE ASSOCIATIONS OF INDEPENDENT COLLEGES
AND UNIVERSITIES IN THE UNITED STATES

664 56th Street
Des Moines, Iowa 50312
October 31, 1989

Dear Association Executive:

In 1988 the Iowa legislature added a new requirement to the definition of an "accredited private institution" for purposes of eligibility for state student financial assistance. This addition to the definition required private (independent) colleges and universities to "promote equal opportunity and affirmative action efforts in the recruitment, appointment, assignment, and advancement of personnel at the institution..." (See attached copy of Section 261.9(5)(f), Code of Iowa, 1989.)

As a part of the doctoral requirements at Drake University, I am studying the impact of this legislation on the private colleges and universities in Iowa and their responses to it. My study is limited to the twenty-eight schools which are members of the Iowa Association of Independent Colleges and Universities.

For purposes of this study it is necessary to have information from other states regarding requirements placed on their private colleges and universities. According to the Compendium of Public Policies Affecting Independent Colleges and Universities from the Report on State Association Operations, 1989-90, your state does have state affirmative action requirements for independent colleges and universities. It would be very helpful to have a copy of these requirements.

I have discussed this study with Dr. John Hartung, President of the IAICU, and he suggested that other state association executives wouldn't mind taking a few minutes to provide background information from their states. Your assistance will substantially increase the accuracy and completeness of the study. Please respond to the brief questionnaire enclosed. I would appreciate receiving your response by November 15.

If you have questions about this project, please contact me at the above address or call me collect at 515/277-8751. Thank you for your cooperation.

Yours very truly,

Betty J. Durden

Dissertation Topic: State Initiatives in Mandating Affirmative Action for
Independent Colleges and Universities in Iowa

Effective July 1, 1988, the Iowa Code included the following addition to the definition of an "accredited private institution," . . . f. which promotes equal opportunity and affirmative action efforts in the recruitment, appointment, assignment, and advancement of personnel at the institution. . . "

(See enclosed copy of Section 261.9,(5)(f), Code of Iowa, 1989)

The purpose of this questionnaire is to gather information from other states regarding any similar requirements on the private colleges and universities in their states.

1. Has your state legislature placed similar equal opportunity and affirmative action requirements on private colleges and universities? Yes _____ No _____
2. If yes, please cite the portion of the state's Code covering this requirement.
_____ (If convenient, please enclose a copy of the text of this citation.)
3. If no, is any such legislation pending? Yes _____ No _____
(If possible, please enclose a copy of any proposed legislation.)
4. Is "minority" defined in your state? Yes _____ No _____
If so, what is the definition? _____

5. My study will result in a compendium of the characteristics of affirmative action coordinators in the Iowa independent colleges and universities. To your knowledge, has such a study been done in your state? Yes _____ No _____
If so, please give name and address of contact person.

6. Comments _____

(Name of Respondent)

(Title)

(Association)

(Address)

(City)

(State)

(Zip)

Please return this questionnaire to Ms. Betty J. Durden, 664 56 Street, Des Moines, Iowa 50312 by November 15, 1989. THANK YOU.

Would you like to receive a copy of this study? Yes _____ No _____

APPENDIX D

MEMBERS OF STATE ASSOCIATION EXECUTIVES' COUNCIL
OF INDEPENDENT COLLEGES AND UNIVERSITIES

July 1989

1. Council for the Advancement of Private Colleges in
Alabama, Birmingham, AL 35223
2. Independent Colleges of Arkansas, North Little Rock,
AR 72114
3. Association of Independent California Colleges and
Universities, Sacramento, CA 95814
4. Independent Higher Education of Colorado, Denver, CO
80202
5. Connecticut Conference of Independent Colleges,
Hartford, CT 06105
6. Independent Colleges and Universities of Florida, Inc.,
St. Petersburg, FL 33710
7. Association of Private Colleges and Universities in
Georgia, Atlanta, GA 30383-3142
8. Federation of Independent Illinois Colleges and
Universities, Springfield, IL 62701
9. Independent Colleges and Universities of Indiana, Inc.,
Indianapolis, IN 46225
10. Iowa Association of Independent Colleges and
Universities, Des Moines, IA 50309
11. Kansas Independent College Association, Topeka, KS
66603
12. Council of Independent Kentucky Colleges and
Universities, Danville, KY 40422
13. Louisiana Association of Independent Colleges and
Universities, Baton Rouge, LA 70801
14. Maryland Independent College and University
Association, Annapolis, MD 21401
15. Association of Independent Colleges and Universities in
Massachusetts, Boston, MA 02108-3093

16. Association of Independent Colleges and Universities of Michigan, Lansing, MI 48933
17. Minnesota Private College Council, St. Paul, MN 55101
18. Mississippi Association of Independent Colleges, Clinton, MS 39060-1198
19. Independent Colleges and Universities of Missouri, Earth City, MO 63045
20. Association of Independent Colleges and Universities of Nebraska, Lincoln, NE 68508
21. Association of Independent Colleges and Universities in New Jersey, Summit, NJ 07901
22. New Mexico Independent College Association, Santa Fe, NM 87501
23. Commission on Independent Colleges and Universities in New York, Albany, NY 12224
24. North Carolina Association of Independent Colleges and Universities, Raleigh, NC 27605
25. North Dakota Independent College Fund, Bismarck, ND 58504
26. Association of Independent Colleges and Universities of Ohio, Columbus, OH 43215-3413
27. Oklahoma Association of Independent Colleges and Universities, Oklahoma City, OK 73104-2420
28. Oregon Independent Colleges Association, Portland, OR 97223
29. Commission for Independent Colleges and Universities of Pennsylvania, Harrisburg, PA 17102-2096
30. Rhode Island Independent Higher Education Association, Providence, RI 02904
31. South Carolina Foundation of Independent Colleges, Inc., Columbia, SC 29211
32. South Dakota Association of Independent Colleges, Sioux Falls SD 57102
33. Tennessee Council of Private Colleges, Nashville, TN 37212-3757

34. Independent Colleges and Universities of Texas, Inc.,
Austin, TX 78711
35. Association of Vermont Independent Colleges, Waterbury
Center, VT 05677-9745
36. Council of Independent Colleges in Virginia, Bedford,
VA 24523
37. Washington Friends of Higher Education, Seattle, WA
98104
38. West Virginia Association of Private Colleges,
Buckhannon, WV 26201
39. Wisconsin Association of Independent Colleges and
Universities, Madison, WI 53703-3422

APPENDIX E

LETTER FROM WILLIAM J. MOORE, PRESIDENT,
ASSOCIATION OF INDEPENDENT CALIFORNIA
COLLEGES AND UNIVERSITIES



Association of
Independent
Colleges and
Universities

Chairman
Dr. T. Mel Anderson
*President, Santa Mary's College of
California*
Vice Chairmen
John D. Maguire
*President, Claremont Graduate
School and University Center*
Mary S. Shea
President, Mills College
Secretary/Treasurer
G. F. Smith
President, Chapman College

Administrative Staff
William J. Moore
President
Jonathan A. Brown
Vice President
Hans C. Gerswiler
Director of Marketing and Research
Nancy Spier
Administrative Assistant
Cecile L. Farley
Publications Assistant
Carol H. Hoots
Legislative Assistant

Member Institutions

American Academy of Dramatic Arts
Azusa Pacific University
Baylor University
California Baptist College
California College of Arts and
Crafts
California Institute of the Arts
California Institute of Technology
California Lutheran University
Chapman College
Claret College
Claremont Graduate School
Claremont McKenna College
Cognate College
College for Developmental Studies
College of Notre Dame
Dominican College of San Rafael
Emerson Pacific College
Fairleigh Dickinson University
Hawaii Pacific College
Hawaii School of
Management
Holy Family College
Holy Family University
Indiana University
Indiana State University
Loyola Marymount University
Marymount College
The Master's College
Mills College
Mills College
Monterey Institute of
International Studies
Mount St. Mary's College
Newport University
Occidental University
Pacific Christian College
Pacific Union College
Pitzer College
Regis College
Saint Louis University
Saint Mary's College of California
Samuel Merritt College of Nursing
San Francisco Conservatory
of Music
Santa Clara University
Sonoma College
Sonoma State University
Southern California College
Southern California College
of Technology
Stanford University
The Saint Joseph College
United States International
University
University of La Verne
University of the Pacific
University of Redlands
University of San Diego
University of San Francisco
University of Southern California
University of Saint Joseph
West Coast University
Westmont College
William J. Moore
World College West

November 13, 1989

Betty J. Durden
664 56 Street
Des Moines, Iowa 50312

Dear Ms. Durden:

This is in response to your recent letter (undated) requesting information regarding state equal opportunity and affirmative action regulations on private colleges and universities *as a condition of eligibility for state student financial assistance*. It should be emphasized that California has a state constitutional prohibition against state aid *to institutions*. Student aid grants go to students, who may take them to either public or independent institutions.

The best way for me to respond to your questionnaire is simply to inform you that California has no provision of law tying institutional eligibility for student aid (via grants to students) to EEO and AA requirements. However, this state was one of the first to have EEO legislation, and the result for our institutions is for all practical purposes the same as for those in Iowa under your 1988 law.

The California Statute is the Unruh Civil Rights Act, et. seq.—especially the Alatorre Amendment of 1978, which defined non-profit institutions (which includes all of our regionally accredited independent colleges and universities) as "employers" under provisions of the Unruh Act. There is a religious exclusion in the Alatorre Amendment, but it does not extend to independent colleges and universities with religious ties.

So, although the California Student Aid Commission programs do not have a separate EEO/AA provision tying student aid eligibility to institutional EEO/AA compliance, our institutions must comply with such regulations as a consequence of state law which is unrelated to student aid.

I hope this information is sufficient for purposes of your study.

Sincerely,

William J. Moore
William J. Moore
President

1100 Eleventh Street
Suite 205
Sacramento
California 95814
916 446 7626

APPENDIX F

COPY OF LETTER FROM WENDY ADLER ROBINSON,
CONTRACT COMPLIANCE SUPERVISOR,
MINNESOTA DEPARTMENT OF HUMAN RIGHTS

Minnesota Department of Human Rights

July 12, 1989

Arlon J. Hauptert, Director
Administrative Services
MN Higher Education Coordinating Board
Suite 400
Capitol Square
550 Cedar Street
St. Paul, MN 55101

Dear Mr. Hauptert:

This letter will confirm our discussion of July 11, 1989 regarding the Institutional Agreement To Receive the Single Check Option From The Minnesota State Scholarship And Grant Program.

In accordance with MN Stat. 363.073, which goes into effect August 1, 1989, no department or agency of the state shall accept any bid or proposal for a contract or agreement or execute any contract or agreement for goods or services in excess of \$50,000...unless the firm or business has an affirmative action plan....

After reviewing the above mentioned agreement, it is the Department's determination that since the institutions themselves are not receiving funds from the state for providing services, the HECSB is not required to require the institutions to have a certificate of compliance (signifying an approved affirmative action plan).

However, contracts, grants, agreements, etc. that the HECSB enters into with educational institutions for services (e.g. Teaching Incentive Grant) will require the institution to obtain a certificate of compliance.

I would encourage you to continue notifying the educational institutions of affirmative action obligations with the state since, although they may not need a certificate of compliance in one instance, they may need one in another.

Should you have any additional questions or concerns, please contact me at 296-5683.

Sincerely,

Wendy Adler Robinson

Wendy Adler Robinson
Contract Compliance Supervisor

WAR/dkl

AN EQUAL OPPORTUNITY EMPLOYER

APPENDIX G

COVER LETTER AND QUESTIONNAIRE TO AFFIRMATIVE ACTION
COORDINATORS IN TWENTY-EIGHT INDEPENDENT COLLEGES
AND UNIVERSITIES IN IOWA

664 56th Street
Des Moines, Iowa 50312
October 31, 1989

Dear Affirmative Action Coordinator:

As Affirmative Action Coordinator for your college/university, you are involved in compliance with Section 261.9(5)(f), Code of Iowa, 1989, which went into effect July 1, 1988. Those institutions which want to remain eligible for their students to receive student aid must "promote equal opportunity and affirmative action efforts in the recruitment, appointment, and advancement of personnel at the institution." You may have attended a workshop sponsored by the Iowa Association of Independent Colleges and Universities and the Iowa College Aid Commission which I coordinated and which was designed to assist schools to comply with the above regulations. As the former Director of Human Resources and Affirmative Action at Drake University, I have a long-time interest in equal employment opportunity and affirmative action.

My purpose in writing to you is to request you to respond to the enclosed questionnaire, a portion of a research project for my doctoral dissertation. Whether your assignment as Affirmative Action Coordinator is a new one or not, you can respond to the survey. Since the number of institutions which are members of the IAICU is just twenty-eight, it is essential for the validity of this study to have a response from each one. Confidentiality will be strictly observed. Individual responses will not be identified in the final report.

Please return the enclosed response card immediately to acknowledge receipt of the mailing. If at all possible, please complete and return the questionnaire to me by October 13. Thank you very much for your cooperation.

Sincerely,

Betty J. Durden

Affirmative Action Coordinator

Part I, Personal

Name _____ College/University _____

City/State/Zip _____ Telephone _____

Sex: Male ___ Female ___ Age _____

Race: Hispanic ___, Black (not Hispanic) ___, Asian ___, Native American ___,
White (not Hispanic) _____.

1. What is your job title? _____
2. What is the title of the person to whom you report? _____
3. Sex _____ and Race _____ of that person.
4. Are you the top affirmative action officer for your college/univ.? _____
If not, give title of person who is. _____
5. Were you a full time employee of the college/university before the affirmative action duties and responsibilities were assigned to you? _____
6. What percent of your time is expected to be spent on your affirmative action role? _____
7. Were you given a reduction in other job duties in order to handle the affirmative action role? _____
8. Was your assignment as affirmative action coordinator considered a promotion? _____
9. Were you given an increase in pay when the affirmative action duties were assigned to you? Yes _____ No _____
10. Did you request or in any way seek the affirmative action assignment? Yes _____ No _____

11. Education

Highest degree held _____

From what institution? _____

Major field of study _____

12. Work experience

Number of years of administrative experience _____

Number of years employed at current college/university _____

CONFIDENTIAL INFORMATION. INDIVIDUAL RESPONSES WILL NOT BE IDENTIFIED.

Part II

Duties and Responsibilities of the Affirmative Action Coordinator

The following job duties and responsibilities are often included in the job description of an affirmative action coordinator. Please circle "Yes" if you are responsible for all or part of the item listed. If you do not have any responsibility for the task, please circle "No."

- | | | |
|---|-----|----|
| 1. Oversight of developing, implementing, monitoring, and reporting equal opportunity and affirmative action programs | Yes | No |
| 2. Maintaining and updating collegewide basic data files | Yes | No |
| 3. Coordinating preparation of utilization, salary analysis, and personnel mobility systems | Yes | No |
| 4. Receiving reports on recruitment, hiring, mobility, attrition, and overall affirmative action progress, and assessing them | Yes | No |
| 5. Preparing and presenting reports to equal opportunity councils or committees | Yes | No |
| 6. Serving as liaison between the college/university administration and interest groups in the institution | Yes | No |
| 7. Preparing equal opportunity and affirmative action annual reports | Yes | No |
| 8. Overseeing development of policy statements, and internal and external communication techniques | Yes | No |
| 9. Keeping relevant administrative offices of the college/university informed of developments in equal opportunity and affirmative action areas | Yes | No |
| 10. Serving on the college/university affirmative action committee | Yes | No |

Part III, Attitudes and Perceptions

Explanation and Instructions

Please place a check mark on the line under "Yes" following a statement with which you generally agree or which usually reflects the situation at your college/university.

Place a check mark on the line under "No" following a statement which does not correspond in general to your beliefs, your role as you perceive it, or to the situation as you know it at your college/university.

This research model does not allow for degrees of agreement or disagreement, so please choose the response which more closely reflects your opinion.

Remember, there is no right answer, only an honest one. The information received on the questionnaires will be compiled into a composite picture. Individual responses will not be identified in the final report.

Thank you for sharing your time and thoughts to make this study possible.

	Yes	No
1. Even though I feel strongly about some civil rights issues, I try to present my views calmly and rationally, which I find most effective.	_____	_____
2. In my opinion, affirmative action is needed in both public and private higher education institutions to overcome a past record of discrimination.	_____	_____
3. I am willing to handle the increased paperwork required by the affirmative action plan because I believe the long range results of implementation of the plan will be positive ones.	_____	_____
4. My effectiveness is increased because I am a member of the Affirmative Action Committee and/or serve in an advisory role to it.	_____	_____
5. I think the state and federal governments should be involved in the internal affairs of a college or university because only the government can solve social problems like discrimination and unemployment.	_____	_____
6. This institution has reviewed its policies and practices to make sure that it provides equal consideration for students seeking admission, financial aid, and equality in academic and athletic programs.	_____	_____
7. One of my assets as affirmative action coordinator is that I handle stress well.	_____	_____
8. Although affirmative action requirements will cause this college/university to spend more money on recruiting and advertising for faculty and staff positions, the positive impact on the institution will be worth the extra cost.	_____	_____
9. It is important to me to assist search committees to find pools of talent that include qualified women and minority candidates.	_____	_____

	Yes	No
10. I believe that I possess the diplomatic and decision-making skills to win the allegiance of key people on this campus.	_____	_____
11. Although women's employment opportunities have improved in the last few years, I believe that women still need affirmative action to continue their progress toward equal opportunity.	_____	_____
12. Administrators at this college/university are aware that some employees, applicants for employment, and students will file charges of discrimination regardless of the effectiveness of the affirmative action program, but a substantial decrease in such charges is both a goal of the affirmative action program and a measure of its success.	_____	_____
13. I intend to exert all possible effort to bring about nondiscrimination in employment in my institution.	_____	_____
14. I strongly believe in equality of opportunity for individuals and protection of merit in a truly interracial society.	_____	_____
15. Affirmative action will be successful in increasing the number of racial minorities at this institution if we use common sense in establishing numerical hiring goals and don't overestimate future numbers of hires.	_____	_____
16. Every time there is an opening in a faculty or staff position, I see it as an opportunity to fill the vacancy with a qualified woman or minority person.	_____	_____
17. Use of internal grievance procedures will result in fewer external discrimination charges being filed.	_____	_____
18. This institution will make appropriate information available to the Affirmative Action Committee to enable it to fulfill its responsibilities.	_____	_____
19. I believe that I have the ability to negotiate and mediate, which are essential skills in investigating and resolving grievances and charges of discrimination.	_____	_____
20. My ability to command respect from administrators and faculty members will contribute to bringing about appropriate institutional changes.	_____	_____
21. The Iowa equal opportunity/affirmative action requirements will bring about nondiscrimination in employment at this institution.	_____	_____
22. This institution has involved deans, directors, and faculty members in the development of goals and time-tables.	_____	_____
23. My advice and counsel on affirmative action matters is sought and followed.	_____	_____

		Yes	No
24.	I believe in affirmative action because the record of many higher education institutions in employing, promoting and paying women and minorities has been inadequate in meeting the test of equality of opportunity.	_____	_____
25.	I can support affirmative action in a college or university because it will not result in a lowering of academic standards.	_____	_____
26.	Whenever I consider it necessary, I can talk directly to the president of my college/university about affirmative action matters.	_____	_____
27.	The affirmative action plan will bring about an increase in the number of women in middle and upper management positions in this institution within three to five years.	_____	_____
28.	I believe that it is part of my role to see that the climate on this campus is accepting and supportive of all people, regardless of their age, race, sex, color, religion or handicapping condition.	_____	_____
29.	This college/university is training all segments of its work force about the meaning of equal opportunity and affirmative action.	_____	_____
30.	To increase my effectiveness, I have developed a support system of people to whom I can turn for advice and assistance in implementing the affirmative action plan.	_____	_____
31.	Even if there were no federal and state initiatives for affirmative action, I would still work toward increasing the number of racial minorities in this institution.	_____	_____
32.	Equal employment opportunity means that this institution can still select the most qualified candidate, regardless of race, sex, or ethnic origin.	_____	_____
33.	The affirmative action plan at this institution will have a long time impact because it is viewed as an ongoing responsibility.	_____	_____
34.	The composition of search committees at this institution will be under scrutiny to see that women and minorities are included whenever possible.	_____	_____
35.	I realize that my role is to be a part of the management system of this institution and to work for positive change within the system.	_____	_____
36.	In my opinion the long term benefits of affirmative action will outweigh the time, effort and expense of writing and implementing an affirmative action plan.	_____	_____
37.	It makes me angry to hear opponents of affirmative action claim that the words "goal" and "quota" mean the same, since I think that is just an argument to encourage opposition to affirmative action.	_____	_____
38.	People at this institution view my role as affirmative action coordinator as an important one.	_____	_____

- | | Yes | No |
|--|-------|-------|
| 39. As part of my personal commitment to affirmative action, I contact professional organizations for information about women's and minority caucuses which might be sources of qualified candidates for open positions. | _____ | _____ |
| 40. Even though affirmative action is apparently being restricted or reversed by recent court decisions, I am committed to the concept. | _____ | _____ |
| 41. The charge of the Affirmative Action Committee has been written and its responsibilities made clear. | _____ | _____ |
| 42. I can enable my institution to work toward equality of opportunity in employment. | _____ | _____ |
| 43. All announcements of employment openings will state that the college/university is an equal opportunity/affirmative action employer. | _____ | _____ |
| 44. I believe in setting goals and timetables because they assure women and minorities that the employer is serious about correcting any imbalance in the race and sex composition of the work force. | _____ | _____ |
| 45. The affirmative action program at this institution is designed to provide equal consideration for all eligible faculty members in the tenure and promotion process. | _____ | _____ |
| 46. People in this institution view me as performing an important role as affirmative action coordinator. | _____ | _____ |
| 47. I support the state's affirmative action requirements for private higher education as well as those for the public universities, even though the private schools don't have the same access to state funds. | _____ | _____ |
| 48. The Affirmative Action Committee has the authority to identify policies, practices, or patterns of behavior which may reflect discrimination and to report these to appropriate administrators within the institution. | _____ | _____ |
| 49. I believe that my efforts will help bring about nondiscrimination in pay in my college/university, if such discrimination exists. | _____ | _____ |
| 50. I have the authority to stop the hiring process of a faculty member or administrator if affirmative action procedures have not been followed. | _____ | _____ |
| 51. Writing and implementing the affirmative action plan have made the administrators at this institution aware that the Iowa Civil Rights Commission has the authority to investigate the employment practices of a private college or university if a charge is filed alleging illegal discrimination in interviewing, hiring, disciplining or terminating an applicant or employee. | _____ | _____ |
| 52. I feel a duty to help people who are victims of discrimination. | _____ | _____ |
| 53. The Iowa equal opportunity/affirmative action requirements are necessary to protect women and minorities from discrimination in employment. | _____ | _____ |

- | | Yes | No |
|---|-------|-------|
| 54. Although affirmative action has had much opposition in this country, I am convinced that permanent improvements have been made in the employment opportunities of women and racial minorities. | _____ | _____ |
| 55. Affirmative action will be needed in higher education until a better record of nondiscrimination has been established. | _____ | _____ |
| 56. I realize that some aspects of the affirmative action program will meet with animosity, resistance and confusion, but I am sure that I can handle these reactions as they occur. | _____ | _____ |
| 57. The affirmative action plan of this institution includes a statement that this college/university will follow strictly nondiscriminatory policies in all aspects of employment of academic and nonacademic personnel. | _____ | _____ |
| 58. The president and his/her staff have expressed confidence in me. | _____ | _____ |
| 59. I believe that individuals should be willing to give up some of their rights if they inhibit the rights of others. | _____ | _____ |
| 60. As a result of the affirmative action plan at this institution, recruitment for faculty positions will become more open and inclusive. | _____ | _____ |
| 61. I am determined to assist my institution to look for talent in women and minorities. | _____ | _____ |
| 62. This institution will increase the amount of external advertising for vacancies although this will mean an increase in the cost of recruiting. | _____ | _____ |
| 63. This college/university has set up requirements for administrative review of recruitment plans, selection procedures, and promotion procedures. | _____ | _____ |
| 64. One reason that I am supportive of the equal opportunity/affirmative action program is that I have personally experienced discrimination. | _____ | _____ |
| 65. One reason I can be effective in this job is because this institution has provided me with sufficient staff and support services. | _____ | _____ |
| 66. One measure of the success of the affirmative action program at this college/university will be the increased numbers of members of protected groups who are hired and retained. | _____ | _____ |
| 67. I intend to work toward the time when there is no discrimination on the basis of sex, race, and ethnic origin. | _____ | _____ |
| 68. The affirmative action program of this institution requires an informal means of resolving potential grievances and a more formal grievance mechanism. | _____ | _____ |
| 69. This institution is dealing with the issue of what constitutes "best qualified" and is reviewing the qualifications necessary for open positions. | _____ | _____ |
| 70. I have the opportunity to communicate with all levels of faculty and staff about affirmative action. | _____ | _____ |

- | | Yes | No |
|--|-------|-------|
| 71. The Iowa equal opportunity/affirmative action requirements will encourage a review of the wage and salary plans at this institution. | _____ | _____ |
| 72. The faculty and staff members of this college/university are aware that they all share the responsibility for implementation of equal opportunity and affirmative action. | _____ | _____ |
| 73. I can enable my institution to work toward equality of opportunity in treatment of students. | _____ | _____ |
| 74. It is very important to me to provide my institution with the best data available relating to all aspects of equal opportunity and affirmative action. | _____ | _____ |
| 75. I feel sure that the top administrators at this institution support affirmative action. | _____ | _____ |
| 76. The length of time needed to fill a faculty position will increase as a result of the requirements and procedures of the affirmative action plan. | _____ | _____ |
| 77. I strongly support this institution's efforts to compare and equalize the salaries of men and women. | _____ | _____ |
| 78. No letter of appointment can be written until I sign off on the procedure, verifying that all affirmative action rules were followed. | _____ | _____ |
| 79. I believe that my human relations and communication skills are excellent. | _____ | _____ |
| 80. This institution will review all of its practices and procedures to see that they do not result in disparate treatment or disparate impact. | _____ | _____ |
| 81. When I meet with the president of my college/university, I am prepared with the relevant facts, a clear statement of the problem, and sometimes a proposed solution, all of which increase my effectiveness. | _____ | _____ |
| 82. The affirmative action program at this college/university is designed to provide equal consideration for all applicants for faculty and staff positions. | _____ | _____ |
| 83. I am effective in my role as an agent of change within my college/university. | _____ | _____ |
| 84. I feel privileged to work in an academic community to see that each individual is viewed on the basis of his/her own abilities and contributions, free from illegal discrimination. | _____ | _____ |
| 85. Affirmative action procedures at this institution will result in the development of clearer policies and procedures. | _____ | _____ |
| 86. Some procedures and policies at this institution have been changed in order to comply with the affirmative action plan. | _____ | _____ |
| 87. I feel that my authority as affirmative action coordinator is sufficient to carry out the responsibilities of the job. | _____ | _____ |

- | | Yes | No |
|---|-------|-------|
| 88. The affirmative action plan's implementation will bring about an increase in the number of racial minorities on the faculty of this college/university within three to five years. | _____ | _____ |
| 89. I believe that I am viewed as a competent affirmative action coordinator. | _____ | _____ |
| 90. Since I have the president's backing, I know that I can be successful as affirmative action coordinator. | _____ | _____ |
| 91. Search committees should be willing to make active searches for talent wherever it exists and I am committed to helping them do so. | _____ | _____ |
| 92. I can play a major role in bringing about nondiscrimination in promotions in my institution. | _____ | _____ |
| 93. If discrepancies are found between the salaries of men and women faculty members at this college/university, the top administrators will work toward equalizing them. | _____ | _____ |
| 94. I can play a major role in bringing about nondiscrimination in employment in my institution. | _____ | _____ |
| 95. I am committed to equal opportunity and affirmative action because I believe that one role of a higher education institution is to be a model of non-discriminatory practices. | _____ | _____ |
| 96. The more I learn about this institution, the more convinced I am that I can bring about positive change. | _____ | _____ |
| 97. I have good working relationships with the administrators in charge of faculty and staff hiring. | _____ | _____ |
| 98. I try to stay informed about developments in employment law and issues that relate to equal employment opportunity and affirmative action. | _____ | _____ |
| 99. I have made it clear that I must have access to information on the institution's budget and this information has been provided to me. | _____ | _____ |
| 100. In my opinion, affirmative action will not result in hiring less qualified people for faculty positions. | _____ | _____ |
| 101. I agree with the affirmative action concept that it is fair for someone who was not personally discriminated against to benefit from affirmative action, because other members of his/her race were discriminated against in the past. | _____ | _____ |
| 102. I can support affirmative action because it does not require an employer to hire a person just because that person is female or a racial minority. | _____ | _____ |
| 103. If necessary to assure that affirmative action procedures are followed at this institution, I am willing to put my job on the line. | _____ | _____ |
| 104. I meet with all search committees and act as a consultant on affirmative action procedures and regulations. | _____ | _____ |
| 105. When roadblocks to a goal of mine occur, I find ways to deal with them in a positive manner. | _____ | _____ |

APPENDIX H

MEMBER INSTITUTIONS OF THE IOWA ASSOCIATION OF
INDEPENDENT COLLEGES AND UNIVERSITIES

1. American Institute of Business, Des Moines
2. Briar Cliff College, Sioux City
3. Buena Vista College, Storm Lake
4. Central College, Pella
5. Clarke College, Dubuque
6. Coe College, Cedar Rapids
7. Cornell College, Mt. Vernon
8. Dordt College, Sioux Center
9. Drake University, Des Moines
10. Graceland College, Lamoni
11. Grand View College, Des Moines
12. Grinnell College, Grinnell
13. Iowa Wesleyan College, Mt. Pleasant
14. Loras College, Dubuque
15. Luther College, Decorah
16. Marycrest College, Davenport
17. Morningside College, Sioux City
18. Mount Mercy College, Cedar Rapids
19. Mount St. Clare College, Clinton
20. Northwestern College, Orange City
21. St. Ambrose College, Davenport
22. Simpson College, Indianola
23. University of Dubuque, Dubuque
24. Upper Iowa University, Fayette
25. Waldorf College, Forest City
26. Wartburg College, Waverly
27. Westmar College, LeMars
28. William Penn College, Oskaloosa

APPENDIX I

KEY TO RESPONSES IN PART III OF QUESTIONNAIRE TO
AFFIRMATIVE ACTION COORDINATORS

The three topics covered in Part III of the
Questionnaire to the Affirmative Action Coordinators and
their corresponding question number are as follows:

1. The affirmative action coordinators' perceptions of
their power to bring about change in their
institutions:

Questions Number	1	26	50	78	92
	4	30	56	79	94
	7	35	58	81	96
	10	38	65	83	97
	19	42	70	87	99
	20	46	73	89	104
	23	49	75	90	105

2. The affirmative action coordinators' personal
commitment to the concepts of equal opportunity and
affirmative action:

Questions Number	2	16	39	55	84
	3	24	40	59	91
	5	25	44	61	95
	9	28	47	64	98
	11	31	52	67	101
	13	36	53	74	102
	14	37	54	77	103

3. The affirmative action coordinators' views
regarding the impact of the state equal opportunity
and affirmative action requirements on their
institutions:

Questions Number	6	22	43	63	80
	8	27	45	66	82
	12	29	48	68	85
	14	32	51	69	86
	17	33	57	71	88
	18	34	60	72	93
	21	41	62	76	100